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THE JUNIOR YEAR IN FRANCE

By

C. ROBERT PACE

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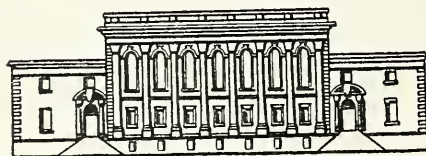
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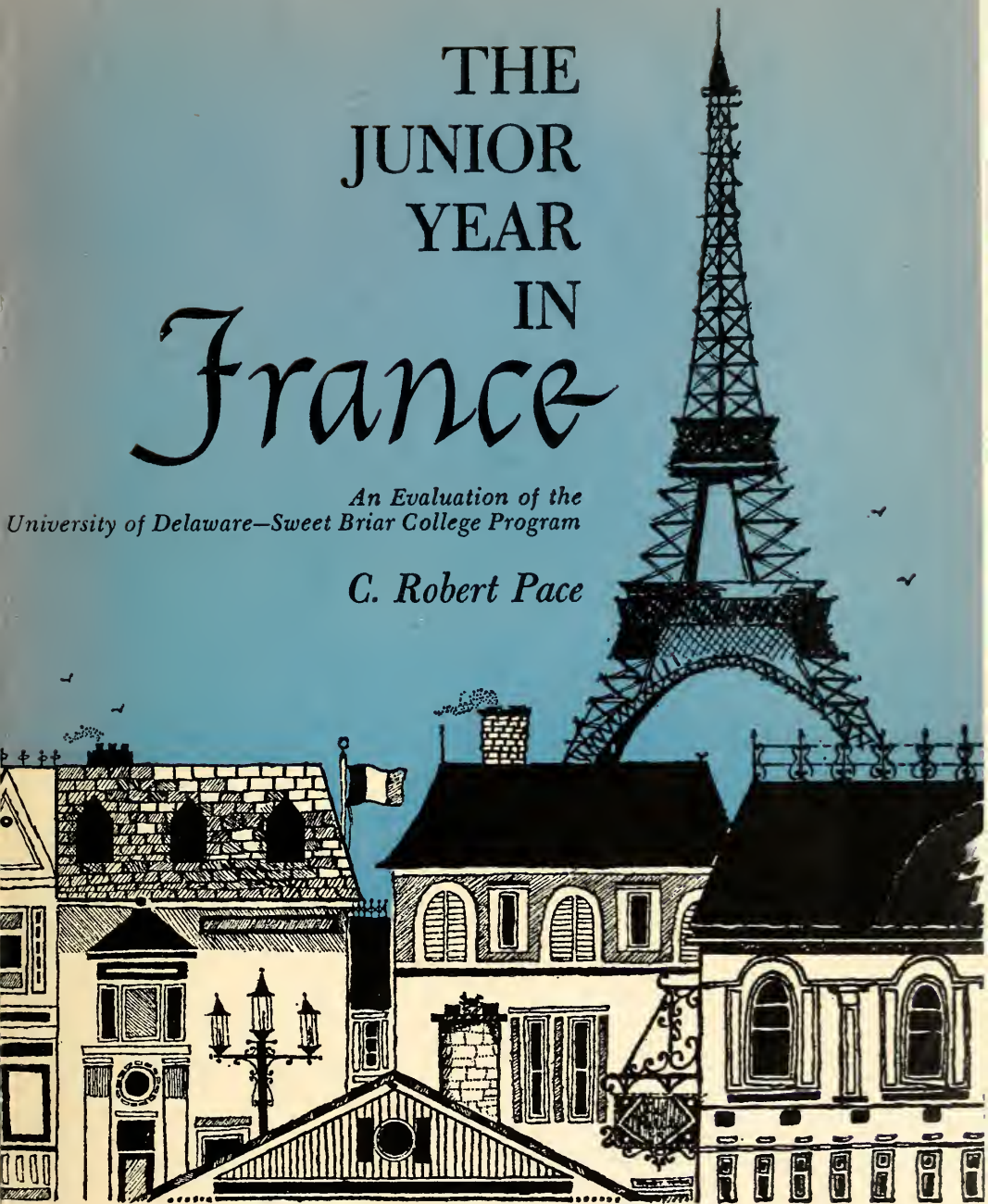


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THE JUNIOR YEAR IN *France*

*An Evaluation of the
University of Delaware—Sweet Briar College Program*

C. Robert Pace




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An Evaluation of the University of Delaware—Sweet Briar College Program

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Acknowledgments

At the invitation of President Anne Pannell of Sweet Briar College I directed an evaluative survey of the Junior Year in France program. At the time of the request, I knew nothing about this program and little about the plans for its evaluation other than that a questionnaire was to be sent to former participants and that there appeared to be an interest in finding out what the experience may have contributed to international-mindedness. President Pannell most insistently and graciously assured me that she, and others directly related to the Junior Year in France, really wanted an outsider to make the evaluation. If this was a proper criterion for choosing an evaluator, then I suppose I was properly chosen.

Having completed the task, I value three memories of my work most clearly: the vitality, enthusiasm and patience of President Pannell, who waited three years for a report which I should have been able to complete in half the time; the devotion and helpfulness of Dr. Joseph Barker, director of the Junior Year in France; and the personal opportunity which this association gave me to fill what I now regard as having been a deplorable gap in my knowledge of American higher education.

I am grateful for helpful criticisms of the manuscript made by members of the Junior Year in France Advisory Committee, and especially to Dr. Georges May of Yale University and to Dr. Francis Rogers of Harvard.

At Syracuse University, Dr. George Stern, Associate Professor of Psychology, and Mr. Walter Stellwagen, Research Assistant, worked with me in coding and analyzing the questionnaire returns and in other phases of the survey. Members of my graduate seminar in Educational Measurement, Messrs. John de Jung, Walter Stellwagen, Har-

old Abel, Bernard Branson, and Allan Kuntz, helped me to explore and try out preliminary versions of some of the scales used in the questionnaire. Alice Mahan, Secretary for the Psychological Research Center, helped me to keep track of what all of us were doing, and typed the manuscript. With the assistance of all these persons my task has been stimulating and pleasant.

For the final product, whatever its weaknesses, I assume full responsibility.

C. ROBERT PACE

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Contents

	Page
INTRODUCTION	<i>United States Undergraduate Study Overseas: A New Dimension for American Education</i> 1
CHAPTER ONE	<i>Scope and Method of Evaluation</i> 7
	<i>The Delaware—Sweet Briar Sample</i> 7
	<i>The Control Group</i> 9
	<i>Content of the Questionnaire</i> 10
	<i>Interviews in France</i> 12
	<i>The Research Design</i> 13
CHAPTER TWO	<i>Characteristics of the Delaware, Sweet Briar, and Control Groups</i> 15
	<i>Comparisons among the Groups</i> 15
	<i>Observations by French Families</i> 18
	<i>Observations by French Professors</i> 20
	<i>Educational and Personality Differences</i> 21
CHAPTER THREE	<i>Values Attributed to Foreign Study: Cultural and Other Influences</i> 25
	<i>General Values</i> 26
	<i>Illustrative Comments</i> 27
	<i>Impact upon Subsequent Careers</i> 31
	<i>Tolerance of Diversity</i> 32
	<i>Familiarity with Cultural Contributions</i> 34
	<i>Language and Cultural Activities</i> 40

CHAPTER FOUR	<i>International-mindedness</i>	43
	<i>International Activities</i>	43
	<i>Attitude toward Exchange Policies</i>	45
	<i>Attitude toward the United Nations</i>	47
	<i>United States Policies</i>	49
	<i>Other Observations</i>	51
CHAPTER FIVE	<i>Recommended Arrangements and Problems of Readjustment</i>	53
	<i>Readjustment to American Campus Life</i>	59
CHAPTER SIX	<i>The Evaluation in Retrospect</i>	63

U. S. Undergraduate Study Overseas: A New Dimension for American Education

For many centuries young scholars have traveled from one country to another to work with great teachers. The traditional wandering scholar is the prototype of hundreds of thousands of students who in mid-twentieth century seek knowledge in another land.

In the development of great centers of learning which attract foreign students, the United States is a relative newcomer. In the nineteenth and early part of the twentieth century many American scholars went to universities of Europe, while relatively few foreign scholars came to the United States. Yet, today, the exchange of students between the United States and other nations has become a tremendous movement. The Institute of International Education reports that in 1957-58, 43,391 foreign students were enrolled in 1,801 post-secondary educational institutions in this country. The same report indicates that in 1956-57 at least 12,845 United States students traveled abroad for a year of study in a foreign university.¹ To these substantial figures must be added the very large but unknown number of students, American and foreign, who go to another country for summer study, educational tours, work experience, or for the pleasure of travel itself. A learning experience in another country has become a new and significant dimension of American education.

The opportunity to study abroad has traditionally been regarded in the United States as the special privilege of the graduate student. Older and presumably more mature than his undergraduate counterpart, he has been encouraged by his college advisers to pursue his ad-

¹Open Doors, 1958.

vanced studies abroad. Numerous publicly and privately financed fellowship programs, such as Fulbright and Rhodes, offer him financial assistance for advanced study in another country.

The United States undergraduate, however, who has to follow the more rigid study pattern leading to the bachelor's degree, has not usually been considered a promising candidate for foreign study. In his world of required courses, majors and minors, and carefully accumulated credit hours, there is little room for a substantial period of study abroad. The foreign university, which does not follow the highly organized departmental programs of American undergraduate study, does not know how to deal with him. Almost no scholarships are available enabling United States undergraduates to study overseas.

In spite of these factors, a growing number of United States undergraduates are each year spending a part of their academic career in a foreign university. Unfortunately, complete statistics cannot now be obtained, in part due to the difficulty of equating the classification of students in foreign universities with United States academic classifications. The Institute of International Education, however, has reported that at least 2,500 United States undergraduates studied overseas in 1956-57. About 1,000 spent a part of the regular academic year, and at least 1,500 were overseas on organized summer study programs.²

Much of the credit for the expansion of United States undergraduate study overseas can be traced to the Sweet Briar Junior Year in France and its predecessor, the Delaware Junior Year Abroad.

In the academic year 1923-24, the University of Delaware made it possible for eight students to spend their junior year in France. The program was so successful that in each succeeding year until 1939-40, a growing number of juniors from United States colleges and universities went to France under the auspices of the University of Delaware. In 1939 a group of 42 students from 27 institutions sailed on August 19, but returned on September 30 because of the opening of hostilities in World War II. In 1946-47 and 1947-48, Delaware re-established its Junior Year program with groups who went to Geneva.

In 1948, for a number of reasons, the University decided to discontinue its sponsorship of the Junior Year Abroad program, and Sweet Briar College immediately agreed to carry on this important project. Since 1948-49, Sweet Briar has sponsored the program with the assistance of an advisory committee representing many educational institutions. In the past thirty-four years, the Delaware-Sweet Briar program

²Foreign Study for U. S. Undergraduates: A Survey of College Programs and Policies, 1958.

has enabled more than 1,650 college juniors to spend an academic year in Europe.

The Delaware experiment was followed by the establishment of similar groups: by Smith College, Rosary College, and, more recently, by Fordham, Georgetown, and Wayne State University. In 1958, the Institute of International Education reported that at least 110 colleges have demonstrated their interest in the idea of study abroad for undergraduates by initiating organized programs for this purpose.

The Sweet Briar Junior Year, with which the following study is concerned, has been defined as "the mechanism whereby an undergraduate in a liberal arts college may spend his junior year abroad studying under supervision at a foreign university and receive full credit for that year toward his American baccalaureate degree." In this definition the words, "studying under supervision" and "receive full credit" are significant. The Delaware-Sweet Briar program recognized from the beginning, as has already been noted, that a United States undergraduate could not easily find in a foreign university an academic experience which would be accepted by his home institution. The pattern—which has also been followed by most other sponsors of Junior Year programs—involves the following important principles:

1. Careful selection of United States undergraduates, based on the full recommendation of the candidate by his home institution, which agrees that, subject to satisfactory completion of the program, the student will receive credit for the foreign experience.
2. Educational and personal counseling of the student by selected faculty members during his study period overseas.
3. Participation by the student in an intensive language and orientation program in the foreign country.
4. Registration in certain regular courses at the foreign university, as well as in specially organized courses offered by foreign professors.
5. Residence, wherever possible, with the family of a national of the country.
6. Periodic reporting by the sponsor college to the home institution of the academic and personal progress of the student.

The requirements for admission to the Sweet Briar program include at least two years of pre-college French and two years of college French, so that the student will be able to pursue his junior year in the University of Paris relying entirely upon his ability to understand and speak French. He must have at least a B average in his French courses

and a C-plus average in his college work as a whole. He must further be recommended by the chairman of his major department, the chairman of the French department, and the Dean of the College.

The students go to France in September and, as the program currently operates, spend approximately six weeks in the city of Tours in what is described as a preliminary period. This orientation period includes intensive instruction in language together with an introductory study of French culture and civilization. In November, at the beginning of the school year, the students register at the University of Paris where they are regularly enrolled throughout the remainder of the academic year, taking the same courses and examinations as are taken by French students. During the year in France the student lives with a French family. Scholastic progress is followed carefully by the director who periodically sends reports to the American colleges and universities from which the students have come. At the conclusion of the year's work Sweet Briar College recommends that a full year of academic credit be granted. Each individual college, of course, has an excellent opportunity to evaluate the quality of this academic experience because the student returns to the American campus for his senior year.

The Delaware-Sweet Briar experience should make it clear that the organization and operation of a program in a foreign university for United States undergraduates is a difficult and complex task. No institution should embark upon the development of such a program without careful planning and assurance of financial support.

Although organized junior year programs have been in operation for almost thirty-five years, there has been no attempt to assess objectively their educational significance. It is encouraging, therefore, that Dr. Anne Pannell, president of Sweet Briar College, secured a grant from the Fund for the Advancement of Education of the Ford Foundation to finance the evaluation which is reported in this book. Dr. C. Robert Pace was asked to determine the impact on the individual participants of their experiences during their junior year in France. Did the program contribute to their intellectual and social maturity, their cultural interests, their concern with international problems? A companion question was posed regarding the impact of the American juniors on the French families with whom they lived, and the faculty members with whom they studied.

In view of the growing interest of United States colleges and universities in providing a sound educational experience for undergraduates in foreign universities, this report should concern many educational institutions. Sweet Briar College has published an interpretation of the evaluation report prepared by Dr. Francis M. Rogers of Har-

vard, a participant in the Delaware Junior Year Program in 1934-35, entitled, "American Juniors on the Left Bank: An Appreciation of the Junior Year in France."

We believe that these reports, as well as the experiences of the teachers, students and parents who have been related to the Junior Year Abroad program, demonstrate that this new dimension in American education can enrich the total experience of United States undergraduates. Such programs can also improve the understanding of United States higher education in other countries, and contribute to better relations among all peoples.

DONALD J. SHANK

*Executive Vice President, Institute of International Education
Chairman, Advisory Committee, Sweet Briar Junior Year*

Scope and Methods of Evaluation

The major basis for the present evaluation of the Delaware-Sweet Briar Junior Year in France program is an attempt to find out what has happened in subsequent years to the young men and women who spent a year in France as college juniors. In their local communities as young adults, do these former students show any continuing interest in foreign affairs and foreign culture? Do they exhibit a greater friendliness to people who are different from themselves? Are they doing anything to further international understanding in their local communities? Are they more world-minded and tolerant in their own attitudes? As they look back on their experience in the Junior Year in France, what values do they attribute to it? Do they believe that it has had any special or any lasting influence upon their interests and their careers? What do they now see as having been its greatest impact upon them as young college students? Are there now in retrospect any recommendations they would make to improve the program or any difficulties which they think might be overcome more readily?

The Delaware—Sweet Briar Sample

The Director of the Junior Year in France, together with the President of Sweet Briar College, and others who have been closely identified with the program over the years requested that a questionnaire be developed on these lines which could be sent to all graduates of the Delaware and Sweet Briar Junior Year in France programs whose current addresses could be located. In this way as many people as possible who had had the experience of the Junior Year in France would participate in the evaluation. Consequently, an attempt was made from the Sweet Briar office to locate every person from 1923 through 1953 who had been a member of the Junior Year in

France program. Alumni offices of the colleges from which these students had graduated were asked to furnish an up-to-date address for every person who had been in the program. Approximately two-thirds of the total possible group was located. These people, about 1,000 in all, were sent a sixteen-page questionnaire. Some of the addresses proved not to be valid, other questionnaires were returned by the post office unopened, but it is safe to guess that at least 90 per cent of the questionnaires which were mailed were actually delivered. Subsequently half of them were filled out and returned. There were in round numbers about 1,500 people to draw from in making this survey; about 1,000 people were located with what seemed to be correct addresses; and about 500 people who received the questionnaire returned it. In other words, roughly one person out of every three who over the past thirty years had the experience of being in the Junior Year in France program provided answers to a sixteen-page questionnaire designed to evaluate certain major objectives of the program.

One may well ask at this point whether the reactions and the judgment of this third of the total group might not be substantially different from the two-thirds who never received the questionnaire or who received it but did not return it. From previous experience with questionnaires of this type, researchers know that there is a tendency for those who respond to give a more favorable impression than would be obtained from the total group. When one's experience in a program is personally valued, there is a predisposition to want to help the program by returning a questionnaire in which the experience can be recorded. There is also some predisposition among malcontents to express their feelings by answering a questionnaire, but this tendency does not counterbalance the greater one toward a favorable response. Both the researcher and the reader must therefore face the probability that the favorable data presented to them are more flattering than they actually should be, and that the unfavorable data presented to them would probably be still more unfavorable if the total group had responded. How important this is in any questionnaire survey depends upon the detail and precision of conclusions to be drawn. In predicting the results of a presidential election from interviews or questionnaires, a difference between 49 per cent and 51 per cent is of the utmost importance. In a questionnaire study of the present kind such a small difference has little meaning. Moreover, in this study there is provided the safeguard of a "control group" which is presently described. Comparisons between groups would not be invalidated by the tendencies noted above.

The Control Group

In any sort of program evaluation a base line needs to be drawn. A base line is simply a line of comparison or reference which one uses in interpreting the data in order to arrive at an evaluation. In the present instance it was regarded as extremely important for the design of this appraisal that the experience and judgments from comparable college graduates who did not spend their junior year in France be obtained. In order to facilitate the collection of addresses for a control group it was decided to use postwar college graduates from those institutions which had sent the largest number of students on the Junior Year in France program. There were altogether 14 colleges, each of which had sent more than ten students to the Junior Year in France during the postwar years of 1948-49 to 1952-53. These colleges accounted for two-thirds of all of the students in the Junior Year in France program during those years. Each of these colleges, therefore, was asked to provide the names and current addresses of a sample of graduates from the graduating classes of 1950-1954, equally distributed among these five years, all from the liberal arts, and of course none of whom participated in the Junior Year in France program or any other foreign study program. No exact method for selecting the names was prescribed. It was suggested, however, that some random or blind method would be desirable, such as drawing out every *n*th card from the alumni address file for each class. The aim was to get a representative group of graduates for the years indicated. More than 300 names were assembled from these 14 colleges, in approximate proportion to the numbers which each college had contributed to the student body in the Junior Year in France program. The same questionnaire was then sent to these graduates of comparable colleges in the same years, thus providing a base line against which to judge the replies from those college graduates who had spent the junior year abroad. Approximately half of the questionnaires in the control group were returned.

The questionnaire results which will be presented in later chapters are divided into three basic groups. There are first the graduates of the Delaware group. These are the people who participated in the Junior Year in France program in the years from 1923 until the temporary cessation of the program during World War II. The second group consists of those who participated in the Junior Year in France program operated by Sweet Briar during the postwar years. These are people who graduated from college between 1950 and 1954. Those who went on the first Sweet Briar postwar program during the academic year 1948-49 would have graduated from college in June of 1950.

Alumni of the Junior Year in France experience whose replies are analyzed in the present evaluation survey include 302 college graduates from the prewar Delaware group and 144 college graduates from the postwar Sweet Briar group. Compared with the latter group is the special control group consisting of 145 college graduates during the same postwar years and coming from those colleges which together account for approximately two-thirds of the Sweet Briar group. The major part of the evaluation consists of comparisons among these three groups.

Content of the Questionnaire

The questionnaire itself may be regarded in large part as a short battery of achievement tests designed to reveal the extent to which important objectives of the Junior Year in France program are realized in the lives of its graduates. One of the important objectives, for example, is that of a more active international understanding and a continuing interest in international affairs. Another important objective is that of fostering a world-mindedness in the sense of a greater friendliness to foreigners and a more genuine tolerance of diversity and other cultures, including a recognition of the contribution which other cultures have made to America and to the world. The questionnaire actually includes six scales or subtests, each designed to reflect and measure an important objective of the program.

One of the ways, of course, in which people reveal their attitudes and values is by the things they do, by the activities they engage in, and the interests which are reflected in these activities. Consequently, one scale or subtest in the questionnaire was an attempt to assess the internationally oriented activities of these graduates of the Junior Year in France program. Do they now as adults read books and articles or listen to radio or television programs about international relations? Do they talk with their friends about such matters? Do they read books about other countries and cultures? Do they speak up in defense of another country against what they regard as an unjust criticism? Do they read publications of the United Nations? Do they go so far as to solicit funds for some international project or group? Do they speak publicly, such as to some civic group or club, on any topic of international relations or foreign policy? Do they write to any governmental agency on behalf of some legislation that might be related to international relations? These are the kinds of questions which were asked and each is designed to reflect an increasing amount of interest and involvement in internationally oriented activities.

Another test of activities had a somewhat similar objective, but

the content was directed more to the cultural aspects rather than to the political aspects of an international interest. Do they, for example, take advantage of opportunities to eat in foreign restaurants, see foreign movies, go to a concert or an exhibit which features the art or music of some other country? Do they listen to short-wave radio programs from outside of the United States? Do they correspond with anyone who lives in another country? Do they take advantage of any opportunity to speak a foreign language? Do they read anything in a foreign language? Have they had an opportunity to entertain a visitor from some other country? Such activities would reflect a continuing interest in international affairs and in foreign cultures.

Since the graduates were themselves part of an exchange program, it seemed reasonable to ask some questions about their feelings with regard to exchange programs in general between the United States and other countries. Do they, for example, think that it is a good thing to have American students study abroad, to send technicians to other countries, to have foreign technicians and students come to America? Do they favor lending money to other countries for economic recovery, exchanging more scientific information with other countries, allowing more foreign-made materials to enter America by reducing tariffs, and extending the idea of the exchange of persons still further by enlarging immigration quotas?

A somewhat similar kind of scale was developed to reflect attitudes about the United Nations. Here the opinions that were asked for were designed to range from the simple acceptance of the value of being a member of the United Nations, to enlarging the scope and sphere of the United Nations by introducing other countries such as Germany, or Italy, or India, on the Security Council, or admitting the Chinese Republic, or, in the final item, strengthening the United Nations to make it a world government.

One further scale was developed to focus more directly on policies of the United States in relation to foreign affairs—such as supporting the North Atlantic Treaty Organization, giving economic and technical assistance to other countries, and so forth. This particular scale was phrased in such a way as to state the position of withdrawal and independence, rather than the position of exchange and mutual support, ending with the idea that it would be a good thing if America were sufficiently self-contained to be free of “foreign entanglements.”

There was next a scale which had to do with degrees of personal and social tolerance, that is, the extent to which one accepts the idea of working and living with people who differ culturally, or racially, or religiously from oneself.

Among these six short tests, then, there were two scales dealing with activities, one emphasizing activities of an international, political or governmental sort, and the other emphasizing activities relating to the cultures of other countries. Then there were three scales dealing with policies, one emphasizing the idea of freer exchange between countries—exchange of people, of information and of money—a second emphasizing the role of the United Nations in world affairs, and a third emphasizing specific policies of the United States in relation to the United Nations and other countries. The sixth scale was of a rather different sort and was concerned with the degree of acceptance of people of other cultures, nationalities, races, or religions.

In addition to these six scales there was a short test designed to tap knowledge and interest about the cultures of other countries by asking people to think of the names of outstanding contemporary contributors to literature and the arts, science, philosophy, and other fields. In parts of the questionnaire the respondents were given ample opportunity to write, in essay fashion, about the values which they would expect to result from foreign study and travel, the values which they themselves felt they had gained, and to express their judgment about the desirability of different arrangements for American students who are spending some time abroad. There was finally a special set of questions to be answered only by graduates of the Junior Year in France program.

Interviews in France

In addition to the questionnaire, there were interviews conducted with members of some of the French families where American students had lived and with some of the professors under whom American students had studied, both at Tours and at Paris. The interview part of the total evaluation study was more informal than the questionnaire survey of the alumni, but nonetheless careful and valid. The interviews were conducted in France in the French language. Some of the interviews were conducted by the late Mrs. Joseph Barker, a native Frenchwoman well acquainted with the Junior Year in France program. Other interviews were conducted by Dr. Dorothy Dennis, professor of French at Wellesley, a member of the Sweet Briar Advisory Committee and one who has had long association with the Junior Year in France program, both in the United States and in Paris. Replies were jotted down sometimes during the process of the interview and sometimes immediately following the interview. The complete interview notes were later transcribed and sent to the writer for summary and interpretation. This aspect of the study included interviews with

eight families in Tours and twenty-four in Paris, and interviews with eight teachers in Tours and eight teachers in Paris.

In the interviews with French families an effort was made to inquire about the impressions which American students had made. What, for example, strikes one most noticeably about American students? What are some of the main qualities which are appreciated and what are some of the apparent defects? Do the French families, for example, consider that the American young people are generally well-informed about affairs in America? Do they seem to make a special effort to understand the problems in France? Are their personal relationships, that is the relationship between the student and family with whom he lives, cordial and considerate? And do these French people feel that the Junior Year in France program helps toward better friendly relationships between the two countries.

While the interviews with the French families were designed to get an impression of the American students as individuals, the interviews with French professors were directed more toward gaining an impression of the American student as a student. Do the American students for example impress the French professors as intellectually curious and objective? As capable of understanding the different cultures? As broadly educated and as rigorous in their thinking and critical powers?

The Research Design

The general design of the inquiry was proposed in a letter from the writer to President Pannell, dated January 11, 1955. It is quoted here because it summarizes what was actually done and points to one aspect of the intended research design which could not be followed:

The questionnaire (would be) devoted to four major topics:

1. Patterns of participation in adult activities reflecting interest in international affairs (both political and cultural).
2. Patterns of attitudes toward other people reflecting tolerance, and acceptance, and maturity.
3. Patterns of attitudes toward foreign policies reflecting international-mindedness and understanding.
4. Knowledge of other countries reflecting continuing awareness of world affairs (and culture).

The research design as a whole must show due respect for problems of reliability, representativeness, relevance, and experimental controls. Relevance refers to the appropriateness of the questionnaire content to important objectives of the program. Reliability can be built into the questionnaire by good format, careful wording of questions, and so forth. Representativeness refers

to the adequacy of the sample selected for study and the sample of respondents who return the questionnaires. Experimental controls refer to the need for a comparison group so that results can be judged as better than, or worse than, some rational reference point.

The importance of comparison groups is quite crucial if we have any desire to find out whether an academic year abroad is any better than just ordinary travel or just graduating from a good American college . . . Ideally there ought to be two distinct control groups . . . one control group should be people who applied for the Junior Year program and were qualified for it, but who couldn't or didn't go due to reasons which were unrelated to their qualifications. Such a group would presumably be comparable to the Junior Year in France group in interest and motivation, ability, and important aspects of personality. A second control group . . . would be people who had nothing to do with the Junior Year in France, but who were of comparable academic standing and went to college in the same or comparable institutions.

The requirements of relevance, reliability, and representativeness were reasonably met in the subsequent conduct of the study, with certain qualifications which have already been described. The requirements of experimental controls were half met. There was an adequate control group of graduates who had no part of the Junior Year in France program. There was not a control group of persons who applied for the program but did not go. This second control group was not feasible. The Sweet Briar office reported that they would be able to identify not more than thirty such persons from their available records, and that to search for such information from the twenty years of records in the Delaware office would require several months and might not be productive of the desired result. Further efforts to obtain a second control group of the sort recommended were not made. The consequent limitations upon the study as a whole are important but not crucial. There is much to be learned from the data obtained, and it is to the analysis of these data that the remainder of the report is directed.

The present study deals only with one kind of foreign experience—that described as the Junior Year in France. The interview and questionnaire methods used as a basis for the evaluation are not the only methods which might be used. Yet the direct expression of personal judgments, attitudes, interests, and activities, systematically obtained and carefully related to important characteristics of background and experience, remains a necessary and fundamental technique of inquiry in any effort of appraisal or evaluation. It is this method which has been used.

Characteristics of the Delaware, Sweet Briar, and Control Groups

What kind of people choose to become members of the Junior Year in France groups? How do the postwar groups having this experience differ from their classmates who did not have the experience? And how do both of these postwar college graduates differ from the prewar or Delaware group? These questions can be answered in part by noting what some of the French families and professors have to say about the students they have observed, and by comparing the three groups with respect to family, social, economic, and educational background.

Comparisons Among the Groups

The postwar Junior Year in France groups have come from families in which the economic status is typically in the \$10,000 to \$15,000 annual income category, and from the families in which one or both parents have traveled outside the United States (74 per cent have). In college these young people—one-third were men and two-thirds were women—typically majored in a modern foreign language and literature (54 per cent), with most of the others majoring in one of the social sciences or the humanities. After college about half engaged in further formal education, majoring most commonly in social sciences or humanities. As young adults at the time they responded to the questionnaire in the Spring of 1955, 44 per cent were married, 41 per cent had exceeded the \$5000 a year level of income, 53 per cent lived or worked in big cities. Nineteen per cent classified themselves as students; 19 per cent said they were housewives; and 62 per cent were engaged in various business or professional or other occupational roles.

Their college contemporaries who did not participate in the Junior Year in France program (the Control group in this study) also came from families in which the economic status was typically in the \$10,000 to \$15,000 annual income category and from families in which

one or both parents had traveled outside the United States (69 per cent had). In college these young people—one-third were men and two-thirds were women—typically majored in the social sciences (45 per cent), or in the humanities (25 per cent), with 9 per cent majoring in a modern foreign language and literature. After college about half engaged in further formal education, majoring most commonly in some professional or technical field. As young adults in the Spring of 1955, 52 per cent were married, 43 per cent had exceeded the \$5000 a year level of income, 48 per cent lived or worked in big cities. Sixteen per cent classified themselves as students; 30 per cent said they were housewives; and 54 per cent were engaged in various business or professional or other occupational roles.

From these parallel sketches it is evident that the Sweet Briar Junior Year in France and the Control groups of postwar college graduates are almost identical except in the one respect of their major field of study in college and university.

The prewar Junior Year in France, or the Delaware group, differs from the Control group and the Sweet Briar group in this same respect, as well as in other respects. In the prewar years the Delaware group typically came from families whose income level is now in the \$10,000 to \$15,000 per year category. Also, for 69 per cent of the group, one or both parents have traveled outside the United States. In college, 78 per cent majored in a modern foreign language and literature, with most of the remainder having majored in social sciences or humanities. One-fourth of this prewar group were men; three-fourths were women. After college, two-thirds engaged in further formal education, continuing to major, for the most part, in languages or, to a lesser extent, in professional and technical fields. As middle-aged adults in the Spring of 1955, 85 per cent are or have been married; 85 per cent have exceeded the \$5000 per year level of income; 41 per cent live or work in big cities. None classify themselves as students; 44 per cent describe themselves as housewives; and 56 per cent are engaged in various business or professional or other occupational roles.

Some of the differences between the Delaware group and the postwar groups are attributable to age—the fact, for example, that the income level is higher, that more of them are married, and that more of the women classify themselves as housewives. Eighty-six per cent of this older group graduated from college prior to 1940. Seventy-one per cent of them are over forty years of age whereas none of the men and women in the Sweet Briar or Control groups has yet reached this age. But there are other and perhaps more important differences. Most of the Delaware group had majored in a modern foreign lan-

guage and literature during their undergraduate days. For a number of years, being a major in the French department was a requirement for admission to the Junior Year in France program so it is not surprising that nearly four-fifths of this older group were language majors. Considering the further fact that two-thirds of the Delaware group went to Graduate School and that most of those who did continued to specialize in the field of modern foreign language and literature, one may reasonably suggest that vocational goals for which a good command of French was prerequisite may have characterized a majority of the prewar Junior Year in France students. The more recent Junior Year in France students, by way of contrast, are not as homogeneous in this respect. From the questionnaire data one could infer that probably less than one-fourth had vocational goals in which knowledge of French was a central requirement. Nearly half of the group majored in college in subjects other than a modern foreign language, and the majority of those who went to graduate school did not do so for further study in a language department. It seems clear that a considerable change has taken place in the composition of Junior Year in France students.

A few observations on the differences between pre- and postwar students were made by some of the French professors and families who were interviewed in Paris and Tours during the summer of 1955. One of the teachers said, for example, "The students before the war, while having also a very real curiosity about our culture and our civilization, had in a sense more a mentality of tourists looking for the picturesque." Another felt that the younger generation differed widely from their elders, saying, "They seem to me more comprehensive, less proud, more open, and at the same time more sensible of everyday realities The most trifling incidents of the street catch their attention, and they take deep and heartfelt interest in family concerns." From the interviews with French families where students had lived there were a few additional comparisons. One said, "No apparent difference, except, perhaps, that they (the postwar group) are better educated, somewhat more cultured." Another said, "A definite difference: they adapt themselves more quickly now Those we had before the war were more mature and older." Still another said, "The prewar generations had more discipline, they were more respectful of authority, less independent. And finally, another observer noted, "Few perceptible differences . . . I might say that those before 1940 had a more solid literary culture." These scattered observations tend to support the general picture of the postwar groups as being more diversified in their interests and motivations than the prewar group.

Observations by French Families

Most of the comments made during the interviews pertained to the postwar students because relatively few of the teachers or the families had had experience with both the postwar and the prewar groups. With respect to the more recent students many impressions may be cited which help to give a clearer picture of their personal characteristics, their reactions to French life, and their behavior as students.jectives most frequently used by the French families in replying to the

The dominant impression is quickly gained by noting the ad-question, "What strikes you most in the young Americans of today?" Most commonly their answers included such words as friendly, confident, likeable, generous, helpful, adaptable, practical, resourceful, open-minded, curious, optimistic, cheerful, spontaneous, and eager. An occasional negative impression is indicated by words such as not serious, careless and wasteful. The most pervasive impression is one of friendliness. When the French families were asked specifically, "Which are the main qualities you have been able to appreciate in them?", the most common answer emphasized this quality of friendliness—thoughtful, goodnatured, appreciative, gay, pleasant, generous, and responsive. When the French families were asked specifically to name some defects in the American students, the quality most frequently indicated was "disorderly." This was defined in quite different ways by different people. For example, one person would say that they do not work regularly; another would say that they are careless, or they use the telephone too long, or they smoke too much, or they keep the light on all night and use too much hot water, or they are sometimes not punctual and their manners are too free.

One French lady summarized her impressions this way: "They are very likeable, friendly, and natural. They have good manners even though they are sometimes disorderly. They are sure of themselves. They believe that life is good."

Another person put it this way: "They are eager to work. They are natural and correct. They have a strong desire to please, to understand, and to appreciate. Their defects are the minor defects of our own children."

It has often been said that every American traveling in another country is inevitably, although quite informally, a kind of ambassador. When he is asked about America, he is expected in some cases to have answers, in other cases to have opinions, and in any case to be aware of the existence of the thing or problem about which the questioner has directed his inquiry. The American student living abroad, particularly in living with a French family for the major part of a

year, is asked a great many questions about America. Moreover, the American student who is spending a year in France and in Europe is expected to understand or at least to be interested in understanding some of the problems which confront the people of France and of Europe. What kind of ambassadors then are these American students? There were two questions in the interviews with French families which were designed to tap this area of relationship. The first was, "Do you consider that they are generally well-informed about the affairs in their own country?" The second was, "Do they make efforts to understand the problems put before France in particular and those of Europe in general?" With a good many qualifications, the impression which American students apparently make upon the French families is that they are fairly well-informed about affairs in their own country. Some said that they could discuss affairs in America intelligently, but they did not seem particularly interested. Others said that they seemed well-informed culturally, but not so much politically. On the other hand several of the people interviewed felt that the American students were especially interested in politics. As to the second question concerning the students' efforts to understand problems in France and Europe, the replies of the majority of people were positive in the sense that they credited the American students with definite, serious, and sincere efforts to understand such problems. In some cases it was the feeling that relatively little understanding exists when the students first arrive, but that the students are deeply interested and that one can notice the evolution of their opinions and comprehension. To some extent however it remains difficult, if not impossible, in the opinion of some of those who were interviewed, for the American students to understand certain problems connected with the war. One person expressed it this way, "As a rule they find it difficult to linger on the painful problems of Europe. They are still so young and so privileged that it is difficult for them to realize life differently."

In the total interview schedule there were a few questions relating more specifically to the relationship between the student and the family in whose home he lives as a boarder. The answers to questions of this kind were almost uniformly favorable and uncomplicated. For example, the relationships between French family and boarder were, with only two or three exceptions, described as affectionate or cordial. It is true of course that some students are described as shy or reserved, but none was described as rejecting the family life in their French home, and nearly all of them were seen as entering into the family life quite easily and naturally and happily. Almost all of the students have kept up correspondence with the French families at whose home they

have lived. Two of the families interviewed indicated that there had not been any subsequent correspondence. Most typically the American students write from two to four times a year, many of them send parcels, and almost all of them write regularly at Christmas. Correspondence is naturally more frequent at first. It apparently tends to persist at least to the extent of a long Christmas greeting for a good many years.

The over-all impression which American students are making upon French families is rather nicely summarized by a young woman from Tours who has had students from the Sweet Briar Junior Year in France program living at her home for the past five years. "Before I knew these fine young American people we believed that their chief characteristic was outrageous egotism, and exaggerated independence, and a profound disdain of our old civilization. We have noticed with astonishment that these young girls and boys had also at home a family life very much like ours. We have found them to be friendly and considerate. They are intelligent, resourceful, and eager to learn and understand. When they leave, they always wish to return to France and they do not hesitate to come as far as Tours to see us again, knowing that they will be received with as much joy as young relatives come for a visit. The young people from the Sweet Briar program are good ambassadors from the United States."

Observations by French Professors

The comments made by the French professors, both at Tours and at Paris, provide a nice supplement and support to the judgments of the French families which have just been summarized. The main qualities in the students which are noted by the teachers are described by such words as curiosity, practical and resourceful, eager to work, desire to learn, frank, natural, open-mindedness, intelligence, good will, honesty, charm, sincerity.

While some initial difficulty in adapting to the French educational system is reported by the teachers, most teachers also report that the American students quickly overcome these new problems. The eagerness and friendliness of American students are strong assets here. Some of the French teachers acknowledge that it is mainly their responsibility to assist the students with these adjustments. The preliminary period in Tours is regarded by the teachers, both in Tours and in Paris, as very helpful for the students.

Most of the teachers say that the students are well prepared in the French vocabulary but less well prepared in composition and in pronunciation. Some of the teachers noted that the students' translations

tend to be impressionistic and to lack the elegance of a finished product. With respect to composition, the chief weakness was identified as a lack of rigor in the construction and ordering of ideas. Exercises aimed at overcoming these weaknesses are regarded as important by the teachers.

Answers to the question, "Do the students, in general, have a curious and objective mind?" were unanimously affirmative as to the trait of curiosity. Objectivity was seen as a characteristic of most, and at least as a goal of all; but, in general, it is felt to be a quality more difficult of attainment, especially in young people.

All the teachers note an absence of chauvinism and national prejudice and the presence of good will, modesty, and generosity among the students. This is supported by observations that the American students are greatly interested in French folklore and traditions as well as contemporary French life, and that they try hard to understand the fundamental differences between American and French culture. In this respect, living with French families is believed to be most helpful. The realization of the average French workman's standard of living, in the material sense, generates surprise and astonishment in many students. This reaction is usually quickly coupled with the desire to discover the reasons.

Educational and Personality Differences

A great many of these personal characteristics which have been observed by the French families and teachers are ones which most of us would expect to find among a rather highly selected group of American college students. But it is important to note that we are dealing here with a highly selected group academically, economically, socially, and culturally. They cannot be represented as a cross-section of college and university students.

Inasmuch as students in the Control group were selected from the same colleges and from the same age group, and have very similar family and economic backgrounds, and have apparently comparable academic standing as judged by the proportion going on to graduate work, one can surmise with moderate confidence that the "control" students are probably similar to the Junior Year in France students in many personal characteristics as well. In the present evaluation there has been no way of testing the personality characteristics and predispositions of the questionnaire respondents when they were college students. We know that there are two differences between the Control group and the Sweet Briar group of respondents—more of the latter (one-half as compared with one-tenth) were majoring in a modern

foreign language in college, and all of the latter, for whatever reasons, had the experience of spending their junior year in France. From psychological studies of people who enter rather different occupations (physicists as compared with school teachers), or who select different major fields of study in college (engineering as compared with social studies or humanities), we know that there are personality differences which apparently predispose them to make the choice. But among such differences, those between language and literature students and students in either social studies or humanities are probably much smaller, or even negligible, than differences between any of these groups and majors in sciences, or technical, or business subjects. Thus, in the broad grouping of social studies, humanities, language, and literature, there are 88 per cent in the Sweet Briar group and 77 per cent in the Control group; and thus in a broad view it seems reasonable to suppose that members of the Control group are similar in many personality characteristics to members of the Sweet Briar group—even though these factors have not been directly tested.

It may be assumed, further, knowing the liberal arts colleges from which both the Control group and the Sweet Briar Junior Year in France group have been drawn, that all or most of these colleges require two years of study in a modern foreign language and literature as a basic aspect of liberal education for all students. Hence, the language difference between the Sweet Briar and Control groups does not appear to be as great as one might at first suppose. Nevertheless, in subsequent comparisons of activities and attitudes it will be important to note whether there may be differences between the groups which are more reasonably attributable to "language" than to the Junior Year in France experience.

There is no way of estimating, in the present study, the predispositions toward international-mindedness and curiosity with respect to other cultures which may have impelled some students to seek the Junior Year in France experience and others from the same colleges not to seek it. We would have to assume that such predispositions exist and that this is a natural difference to expect between the Sweet Briar and Control groups. Even so, the differences which doubtless exist in this respect occur within a rather narrow range compared with college students in general: for most of the Eastern liberal arts colleges and universities which have contributed the bulk of students to both the Sweet Briar and Control groups are institutions noted for their individuality or special atmosphere. A Vassar girl differs from a Bryn Mawr girl; a Harvard man differs from a Yale man. These college characteristics tend to be self-perpetuating and result in student bodies

which are relatively more homogeneous than, by way of contrast, the student bodies of midwestern state universities or of other colleges whose reputation is less distinctive.

In summary, the postwar Junior Year in France students are characterized as adaptive, eager, friendly, intelligent, generous, open-minded, and resourceful. These same personality traits are probably predominant among the Control group of students from the same colleges during the same years. The economic, cultural, and family backgrounds of the two groups are also similar. The Control group therefore provides a useful baseline against which to evaluate the peculiar impact of the Junior Year in France experience. The older, or Delaware, group differs from both of the younger groups in several ways. Reference to these differences and to the several limitations which have been discussed in this chapter will be made as the data for the evaluation are now presented.

Values Attributed to Foreign Study: Cultural and Other Influences

Referring to the junior year in a foreign country, we asked everyone a very general question, "What would you expect or want students to learn from this experience, beyond what they would learn by staying home in an American college?" We put the question impersonally because it was asked to the people in the Control group as well as to alumni of the Junior Year in France program. Answers from those who had had the experience would presumably reflect values which they had personally derived from it, as well as ones which they would expect or hope anyone might gain from such an experience. From the Control group, the answers would reflect expectations more than personal experience. There was a blank page in the questionnaire for writing replies. There was also another blank page on which the respondents were invited to write any further comments they wished to write about the topics included in the questionnaire. And further, the final page of the questionnaire was also blank, with an invitation to alumni of the Junior Year in France program to use it for describing more fully any contributions which the year of foreign study had made to their subsequent careers.

In attempting to analyze the statements written on these three blank pages we found that they could not be neatly separated into three questions. The content overlapped too much from one to the other. Instead, we chose to regard these essays as a single response. We found also that some people wrote interesting comments in the margins of other pages in the questionnaire; and we did not wish to ignore these by some arbitrary system of classification. The method of analysis which we followed, therefore, was comprehensive and inclusive. We read through every questionnaire noting all the statements or little essays which appeared anywhere and attempted to classify their content under certain rubrics which we developed for this

purpose. Each questionnaire was analyzed by two judges independently, with a third judge acting as arbiter of any discrepancies in classifications.

General Values

The values attributable to foreign study were classified under five broad headings: personal values, educational-vocational values, interpersonal values, political-international values, and cultural values. In any one questionnaire there were usually several values expressed. To get some over-all picture of the responses, one can show the percentage of people in each group who mentioned values classified under each of the five major headings. This is reported in Table 1.

TABLE 1

Relative Emphasis Given to Values of Foreign Study

Per cent of people in each group expressing values of each type

Values	Percentages		
	Control	Sweet Briar	Delaware
Cultural	81	86	77
Interpersonal	43	56	54
Personal	32	58	46
Educational-Vocational	32	47	53
Political-International	28	37	26

Among all groups cultural values are mentioned most commonly. This is usually expressed as deriving from exposure to other folkways, and as gaining an appreciation of alternative general values or cultures. Those who had the Junior Year in France experience were more likely than those who did not have it to cite the values of seeing American culture in perspective and of a heightened appreciation of the United States. Also there was more frequent mention by the alumni of the sense of cultural continuity and heritage which can grow out of the junior year experience. Only one per cent of all the replies reflected a cultural depreciation of others; and about 5 per cent reflected some cultural depreciation of the United States.

For the three groups generally, the second most frequently mentioned kind of values were interpersonal values. These were expressed in heightened awareness of similarities and differences, in regard for others, tolerance, and the benefits deriving from living with others and

forming friendships. Such values were stated more frequently by the alumni than by the Control group. The differences were greatest in the references to friendships and living with other people.

Personal values were mentioned by the Sweet Briar and Delaware groups much more frequently than by the Control group. Greater self-awareness, independence and maturity, broader values and perspective were stressed as benefits by those who had had the experience of foreign study. Relatively few people in any of the groups referred to sophistication, polish and poise as major values to be derived from foreign study, or to specific friendships, or to some specific sense of purpose and direction. Eleven per cent of the comments classified under personal values, for both the Sweet Briar and Delaware groups, expressed sheer enjoyment and adventure.

One-third of the people in the Control group mentioned the probability of educational-vocational values; but half of the Sweet Briar and Delaware groups mentioned values in this category. All the groups were similar in expecting values to be gained from improved skills in language and study methods. Relatively few of the comments from the Control group, however, indicated the expectation of specific vocational or career benefits or values through continuing interests, other than vocational, such as in art or literature or politics. These values of continuing interests and of vocational or career influences were much more commonly expressed by the Sweet Briar and Delaware groups.

Values classified as political-international were mentioned more frequently by Sweet Briar alumni than by either the Delaware or Control groups. Such values included better understanding of the role of the United States and of other countries in world affairs, better understanding of alternative political beliefs and attitudes, greater loyalty to the United States, political criticism of America, and a more direct sense of personal political responsibility.

It is of some interest to note at this point that there are certain differences between the postwar Sweet Briar group and the prewar Delaware group. The younger generation more frequently emphasized general cultural values, values relating to personal growth and maturity, and values relating to political and international understanding and interests. There is further support here for the observation made in the previous chapter that the orientation of the younger group is different from the prewar group.

Illustrative Comments

A much more detailed and vivid picture of the values expressed

by all three groups can be seen through direct quotations from some of the questionnaire replies.

Selected comments from the Control groups give, first, a feeling for what one might expect from foreign study.

I believe that there are universal thoughts and ideals which perhaps we don't realize until we associate with persons of other backgrounds and cultures. I would want a student in a foreign country to sort out some of the differences between himself and his hosts and to discover the basic similarities and common feelings. I would like a student to look for ways of creating better understanding between peoples Our students going abroad should have a good background in "Americanism"—our geography, products, way of life. Then the American student is prepared to observe and understand the culture, religion, art, government, geography, etc., of another country and the influence of these things on the people. It is then the responsibility of the exchange student to bring back his observations so that those of us at home can better understand our foreign neighbors.

The only advantage in traveling that I can see is to bring one out of one's provincialism I have known people who have never traveled and are able to communicate with all kinds of people on all levels, and other very well-traveled people who stay only in their own circles and remain limited. Therefore the best thing that students can learn from this experience is the realization that there are other ways of doing things and other ways of living—which deserve understanding and respect.

A new way of life.

Ability to adjust to completely new situations.

Understanding for other ways of life.

Broader point of view.

Tolerance of the shortcomings of all people.

Perspective.

A new perception of their own country.

Better understanding of world affairs by seeing the viewpoint of another people.

Realization of a new closeness between peoples of two countries living side by side, perhaps not always agreeing on each other's outlook but at least understanding each other's motives and reasons.

Illustrative comments from alumni of the Sweet Briar program reveal, frequently, a more personal and more strongly expressed set of values.

Familiarity with different social milieux.

Acquaintance with a different educational system with its various merits and defects.

Acquisition of worldly knowledge, that is, of useful sophistication.

Recognition of culture as a tangible and cosmopolitan phenomenon.

Strengthening of personal inner qualities like courage, self-reliance, integrity as brought out in new and challenging situations.

A chance to be adventurous in the way most suited to the individual temperament, i.e., intellectually, geographically, culturally, etc.

Continual self re-evaluation because of having no recourse to a usual or fixed system of values such as one finds on the average college campus. Europe is really, for the nineteen-year-old, a brave new world.

I think the most important contribution my junior year made was in partly re-affirming my scale of values and in partly challenging and changing it. This "jelling" of personal values and perspective in my case was the definite result of the experience.

That there is a basis for communication and understanding between all human beings, regardless of nationality or race or religion, if one makes a sincere attempt to go beyond superficial appearances; that one way of achieving this understanding is to try as much as possible to fit into the country in which one is living—not to judge it by the standards and conditions of another country

Primarily—perspective. It is likely that they could learn—in the sense of sheer acquisition of material—nearly as much if not more in a university at home where they were not impeded by cultural and linguistic difficulties. But with sensitivity and receptiveness they should gain some intuitive comprehension of the methods of other cultures and the unspoken assumptions of their own.

Ideally, I should hope that they should first acquire some understanding of similarities and differences, appreciating basic human qualities and aims which should tie people together. I should hope that they would acquire some knowledge of the country's social structure, what is valued; the political structure or organization and the educational system. I should hope that they would acquire an awareness of the degree to which the arts, sciences, philosophy and other vital areas of culture thrive. I should expect them to make a major effort to learn the language

of the country in order to better be able to communicate and to appreciate the difficulties of others trying to learn English, as well as to understand the value of words as expressions of ideas and meanings and how the meanings can be distorted when the language is not perfectly understood.

A high degree of objectivity in almost every way is achieved. I feel that this is the most important contribution—and one valuable particularly to an American due to our increased contact with other nations and cultures.

I think the interested American abroad will find the greatest values in personal understandings and insights into the things that make humans similar to each other—no matter what their national backgrounds may be.

I would expect them to learn to know another country's mores, culture, problems and attributes, and in so doing, to develop a curiosity about all countries. I would expect them to learn to look at the United States and themselves objectively, as an outsider, and thus become more qualified to evaluate and appreciate their own country as well as the viewpoints of the other countries of the world.

From the Delaware alumni one more often finds vocational values mentioned. And some of these people are now beginning to think about a Junior Year in France for their own children.

My Junior Year in France . . . has been the most important event of my life to date. Practically speaking, the fact that I was proficient in French helped me to obtain my first job, which was one for which I had aimed. . . . Although I did not use French a great deal in my work, it was on a number of occasions extremely valuable and contributed to my advancement and subsequent jobs. Since my marriage to a man in the diplomatic service, who now speaks French with some fluency, I have found many occasions where my French has proved useful; it has made contacts which have enriched our lives socially as well as benefited my husband professionally. Thanks to courses in art and literature which I had in France, I have continued to study in these fields with special interest. Even my taste in food bears evidence to a year of eating French cuisine. Nearly twenty years after the fact, I can see, even more clearly than at the time, how much twelve months in France affected my life.

The language of the country, so as to participate fully in its life.

Other techniques, habits, ways of thinking and feeling, enabling them to operate fully and freely in the new culture, and to be accepted into it by the natives of the culture.

A personal, internalized, thoroughly assimilated understanding of and sympathy for the culture in question and the people who represent it.

An expectant interest in, and eagerness to experience, still other cultures

Actually living and feeling international understanding at the deepest personal levels.

A compulsion to do work among fellow Americans in the field of intercultural understanding and cooperation.

How small the world is but how alike are its people.

To know and understand the people of other countries.

To judge other countries on the basis of human relations weighed by a closer knowledge of the environment and background of their peoples.

Although I have never had the occasion to utilize in any practical way what I learned during my Junior Year in France, the year abroad was for me an extremely stimulating intellectual experience which I have never regretted and I hope some day my children will have an opportunity to study abroad.

I feel that my Junior Year in France created a more orderly mind, better study habits and a better understanding of people both abroad and at home.

In my business career my strongest asset has been an ability to appraise people: to choose them, train, guide and direct them as juniors and as organizational equals. In this work my Junior Year abroad was my best preparation and I regard it as the most significant educational activity of my lifetime. It has also led me to travel and live in many other countries.

Impact Upon Subsequent Careers

Influences upon the subsequent careers of Delaware and Sweet Briar alumni were mentioned in some of the quotations. The questionnaire also included a check-list on this matter. The answers are shown in Table 2. An influence upon cultural interests as a result of the junior year experience was cited by the greatest number of alumni in both groups. This confirms the conclusion which had been reached from an analysis of the essays. It is interesting that the next most frequently checked area of influence is upon political interests and attitudes. Here this influence is ranked much higher than had been pre-

TABLE 2

*Contributions of the Junior Year in France to
Subsequent Careers*

Per cent of each group citing each type of contribution or influence

Contribution or Influence	Per cent	
	Sweet Briar	Delaware
Cultural interests	93	82
Political interests or attitudes	74	62
Choice of friends	58	43
Vocational choice	47	38
Vocational advancement	36	35
Family life	35	19
Community activities	31	26
Choice of husband or wife	23	16

viously inferred from a reading of the essays. Somewhat more than one-fourth and one-third of the essay comments made by the Delaware and Sweet Briar groups, respectively, had been classified as emphasizing political-international values. When presented with a checklist of ways in which the Junior Year in France might have contributed to or influenced their subsequent careers, nearly two-thirds and three-fourths of the Delaware and Sweet Briar groups, respectively, cited political interests and attitudes. Perhaps some relationship to both political and cultural interests is reflected in the choice of friends, cited by roughly half of the alumni as a third influence of their experience. Contributions to vocational choice and advancement are acknowledged by more than one-third of all the alumni. Roughly a third to a fifth of the alumni attribute further influences and contributions from the junior year experience upon or to their family life, their community activities, and even to their choice of husband or wife. The influences appear to be greater and more pervasive for the postwar group than for the prewar group.

Tolerance of Diversity

Interpersonal values were frequently mentioned in the essays, and choice of friends, family life, and community activities were specifically cited as influences resulting from the Junior Year in France experience. A further analysis within this general topic is provided by the results on another set of questions. These questions were designed to test attitudes toward associating with people who differ in various

ways from oneself. A greater tolerance of diversity is presumed to be one of the consequences of living in another culture. A social distance scale, as it is called by sociologists, provides one means for estimating degree of tolerance. The associations described in the scale, together with the per cent of each group (Delaware, Sweet Briar, and Control) expressing general approval of them, are shown in Table 3. The per cent of each group expressing approval of all nine conditions described in the scale is shown in Chart 1.

It is clear from the responses of the three groups that all have a

TABLE 3

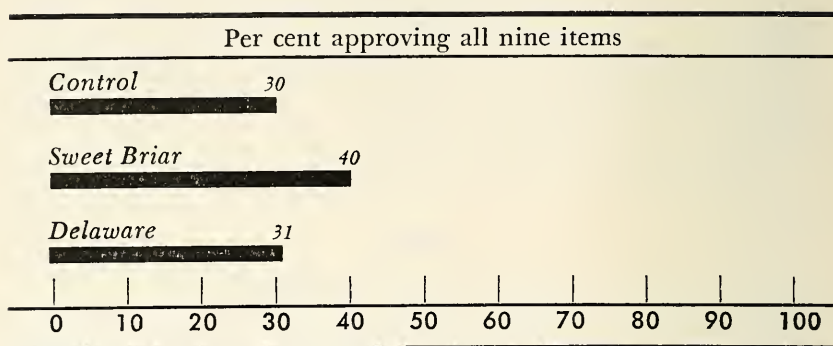
Opinions—Social Distance

Per cent approving the conditions, indicating tolerance of diversity

Conditions	Percentage		
	Control	Sweet Briar	Delaware
1. Working closely in your place of business with someone whose race or religion is basically different from your own.	99	96	92
2. Having someone of a different religion as an intimate friend.	97	97	94
3. Having neighbors who invite people of other races or religions to social gatherings in their home.	96	94	89
4. Inviting people of other races or religions to social gatherings in your own home.	92	94	87
5. Having someone of a different race as an intimate friend.	91	90	82
6. Approving the admission of people of other races or religions to membership in a social group or club to which you belong.	87	92	85
7. Having a family of comparable economic status to your own, but of a different religion or race, purchase a home in your neighborhood.	85	92	84
8. Having someone of another religion marry into your family.	61	68	60
9. Having someone of another race marry into your family.	37	47	36

CHART 1

Opinions—Social Distance



high level of tolerance. Eighty per cent or more do not disapprove of having persons of a different religion or race as co-workers on a job, as members of a social club, as neighbors, or as close friends. Less than two-thirds, however, would approve of a marriage, within their families, of someone having a basically different religion; and generally less than two-fifths would approve such an action if it involved a person of another race. There are no significant differences among the percentages for any of the three groups except on this last item, where the Sweet Briar group appears to be more tolerant of integration than do either of the other groups. In the percentage approving all nine items, the Sweet Briar group is significantly higher than either of the other groups.

Familiarity With Cultural Contributions

One page of the questionnaire was entitled "Contributions." Under this heading, an introductory statement defined the task to be done as follows: "Thinking only of the works of people during the past thirty to forty years, write the names of people you regard as having made the most significant contributions to each of the following fields, in each of the countries. If you do not think of any outstanding contributors, leave the space blank." Seven broad fields of important human endeavor were then listed:

- Dance, Music, Painting, Architecture
- Poetry, Novel, Drama, Motion Picture
- Philosophy, Theology
- Psychology, Education
- Physics, Mathematics, Chemistry, Biology

Transportation, Communication, Production, Distribution
Law, Administration, Management, Production, Distribution

Under each broad field three countries were named—United States, Great Britain, and France, with a blank space after each. A fourth space under each field was designated for "Any other countries."

This was intended to be a rather general test of familiarity with the cultural leaders of the twentieth century. It is assumed that the achievement of cultural objectives in the Junior Year in France program will be reflected in the number of fields in which one can identify important contributors, in the total number of contributors identified regardless of fields, and perhaps more especially in the extent to which names of contributors outside of the United States are known. One should note that the phrase "cultural familiarity" is used to describe this test. The test is not directly a measure of appreciation. It is possible to have some appreciation of important cultural contributions to contemporary life without being able to name any names of important contributors. But there are levels of appreciation in which one's interest and involvement in the thing appreciated lead him to learn a great deal about it. Indeed, a person is suspect who claims an awareness and appreciation of contemporary painting but who does not know the names of any contemporary painters, not even Picasso. So there is some relationship between familiarity and appreciation.

Since this is not a critics' poll, there is no significance attached to particular names or to the frequency with which they are mentioned. In passing one may merely note that many lists included such persons as Picasso, Mann, Gide, Sartre, Ghandi, Schweitzer, Freud, Dewey, Einstein, Ford, Churchill, Roosevelt to cite a few examples. We had to make some arbitrary decisions about the classifications of certain people and we had to disqualify a few answers. We agreed to count Walt Disney, but not Mickey Mouse. We counted Einstein as an American, not as a German. Such decisions were infrequent; mostly we just counted whatever was listed and wherever it was listed.

There were a number of people who left this page of the questionnaire blank. It did not seem reasonable to regard these omissions as zero scores, reflecting an absence of knowledge. More likely, certain people chose not to bother attempting an answer. This was particularly true among the older group of respondents, for no answers were given by 24 per cent of the Delaware group. Fourteen per cent of the Sweet Briar group omitted these questions, as did 6 per cent of the Control group.

In presenting the results, we have eliminated the "no answer" cases, basing our percentages on only those from each group who at-

tempted to answer. The replies ranged in volume from one person who wrote more than a hundred names, to others who wrote only two or three. There is undoubtedly a personality factor which is related to this variation, plus certain differences in standards which lead one person to include only a few creative geniuses and another to include nearly everyone he recalls of some reputation. The physical format of the question, however, tends to restrict the influence of such variations in personality and standards to some extent; for, unless one insists on writing in the margins and using an extremely small script, he is rather effectively limited to a few names for each category. Such qualifications as have been mentioned are not severe enough to invalidate this section of the questionnaire as a useful measuring device for the broad objective of cultural familiarity.

In many respects the replies provide further strong evidence of the influence of the Junior Year in France experience. They reflect not only a greater general acquaintance with contemporary cultural contributions, but also an extension of this acquaintance to a greater number of fields of human endeavor and to a broader awareness of contributions which have come from beyond the confines of the United States. In Table 4, for example, the results show that 36 per cent and

TABLE 4

Contributions

Number of fields in which contributors were listed

Fields	Percentages		
	Control	Sweet Briar	Delaware
Seven	25	36	40
Six	25	24	20
Five	17	12	20
Four	17	18	8
Three	9	6	4
Two	6	2	6
One	1	2	3

40 per cent of the Sweet Briar and Delaware groups, respectively, listed contributors in all seven of the fields. Among the Control group, 25 per cent were able to think of contributors in all seven fields. These are significant differences.

In citing contributors, one could, of course, give only the names of Americans in each field. Table 5 presents an analysis showing the

TABLE 5

*Contributions*Ratio of Fields: $\frac{\text{Foreign fields}}{\text{All fields}}$

Ratio	Percentages		
	Control	Sweet Briar	Delaware
7/7	17	21	30
6/7	7	10	13
5/6	5	11	7
3/4, 4/5	8	16	10
5/7	9	14	12
4/7, 2/3	20	14	14
3/7, 1/2	17	9	7
2/7, 2/5	10	3	3
0, 1/4	7	2	4

ratio between the number of fields in which foreign contributors' names were listed and the total number of fields in which any names were listed. The ratio three-quarters means that the person named foreign contributors in three-quarters of the fields in which he named any contributors at all. The table shows that 30 per cent of the Delaware group, 21 per cent of the Sweet Briar group, and 17 per cent of the Control group not only wrote the names of contributors in all seven fields, but also included foreign contributors in every field. At the other ends of the scale, the ratio of foreign fields to all fields was two-fifths or lower for 17 per cent of the Control group, but only for 5 per cent of the Sweet Briar group and 7 per cent of the Delaware group.

Table 6 shows a distribution of the total number of names which the respondents wrote. In general, the most names were written by the Sweet Briar group. The last comparison is again a ratio. This is simply the total number of foreign names divided by the total number of all names. Looking at the low end of the scale on Table 7, one sees that 27 per cent of the Control group in contrast to 7 per cent of the Sweet Briar group and 13 per cent of the Delaware group included only about one-third or fewer foreign names among all contributors listed.

A graphic presentation of data from Tables 4-7 is shown in Charts 2-5. Chart 2 shows the percentages in each group listing contributors in six or more of the seven fields. The differences between the Junior

Year in France groups and the Control group are significant. Chart 3, showing the per cent listing foreign names in three-quarters or more of the fields in which any names were included, reveals significantly better performance for both the Sweet Briar and Delaware groups over the Control group. From Chart 4 it is clear that the difference between the Sweet Briar group and both other groups is significant when the comparison is made between percentages writing seventeen or more names. The greater familiarity with foreign contributors exhibited in the answers of both the Sweet Briar and Delaware groups is nicely illustrated in Chart 5. Foreign names accounted for half or more of all names in the answers of 77 per cent of the Sweet Briar group, 65 per cent of the Delaware group, and 49 per cent of the Control group.

TABLE 6

Contributions

Total number of contributors listed

Number of Contributors	Percentages		
	Control	Sweet Briar	Delaware
Over 50	4	8	9
37 to 50	7	11	11
28 to 36	14	18	12
17 to 27	24	30	25
9 to 16	27	21	25
5 to 8	17	8	12
1 to 4	7	4	6

TABLE 7

Contributions

Ratio of contributors: $\frac{\text{Foreign contributors}}{\text{All contributors}}$

Ratio	Percentages		
	Control	Sweet Briar	Delaware
Above .75	1	3	3
.72 to .75	2	6	3
.63 to .71	9	20	24
.54 to .62	24	31	23
.50 to .53	13	18	12
.38 to .49	24	15	22
.25 to .37	17	5	7
.00 to .24	10	2	6

CHART 2

Contributions

Per cent of people listing contributors in six or more of the seven fields

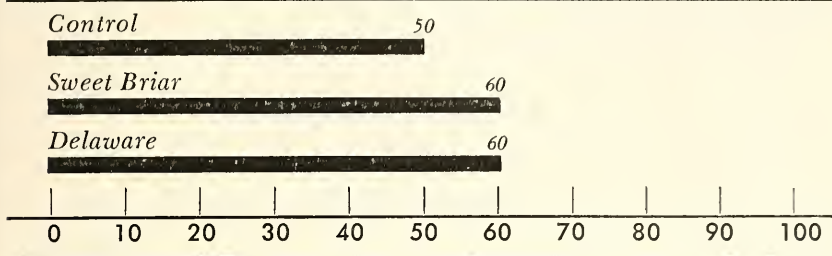


CHART 3

Contributions

Per cent listing foreign names in three-quarters or more of the fields
in which any names were included

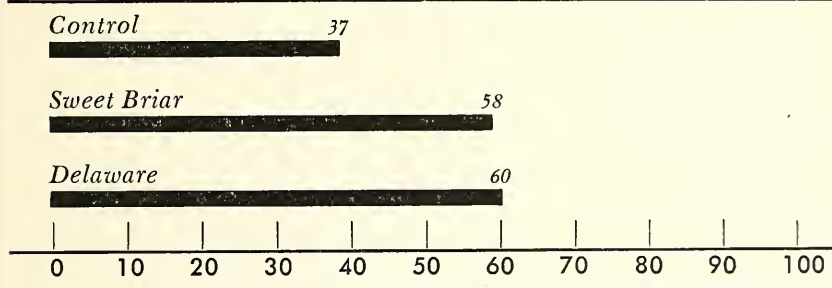


CHART 4

Contributions

Per cent listing seventeen or more contributors

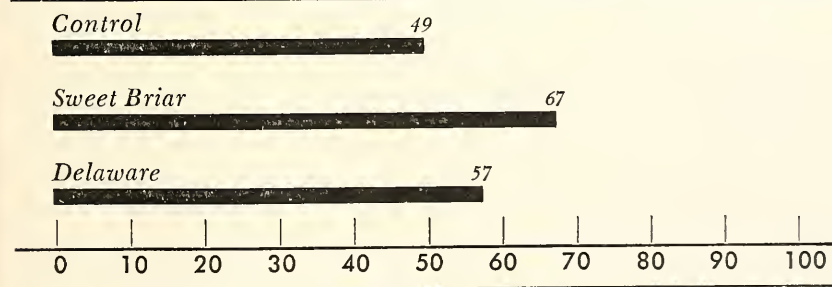
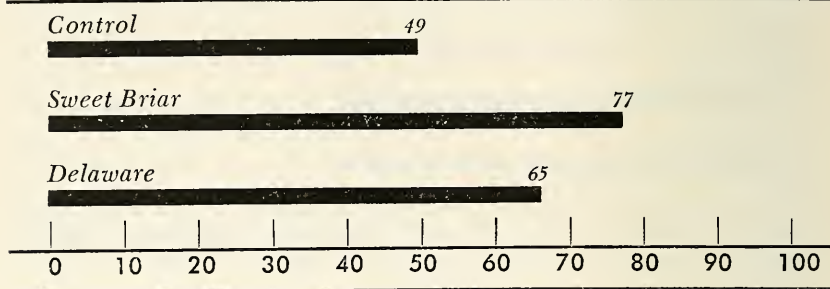


CHART 5

Contributions

Per cent in which foreign names account for half or more of all names



Language and Cultural Activities

The final set of questions, relating broadly to the possible cultural and personal impact of spending a junior year in France, was an attempt to take inventory of various common and uncommon activities which, if engaged in, would reflect some continuing interest in language and cultural topics. As young adults now in the United States do graduates of the Sweet Briar program take advantage of opportunities to use their knowledge of a modern foreign language, to see and talk with people from other countries, and to see, hear, or taste some of the products of other cultures via short-wave radio, foreign movies and restaurants, art exhibits or concerts? And how do their activities in these respects compare with their contemporaries in the Control group and with the Delaware group whose Junior Year in France occurred fifteen to twenty-five years ago?

On this scale the Sweet Briar group reveals a significantly greater degree of activity than the Control group in every one of the nine items. Moreover, the Delaware group participates more frequently than the Control group in six of the nine activities. These results are shown in Table 8. In relation to many other comparisons which will later be shown among the groups, the differences here are unusually large. During the past year, for example, 94 per cent of the Sweet Briar group said that they spoke with someone in a foreign language, compared with 45 per cent for the Control group; 92 per cent said that they read a newspaper, magazine or book in a foreign language, compared with 42 per cent for the Control group; 85 per cent said that they attended a concert, theatre, or exhibition which featured the art, music or dance

TABLE 8

Language and Cultural Activities

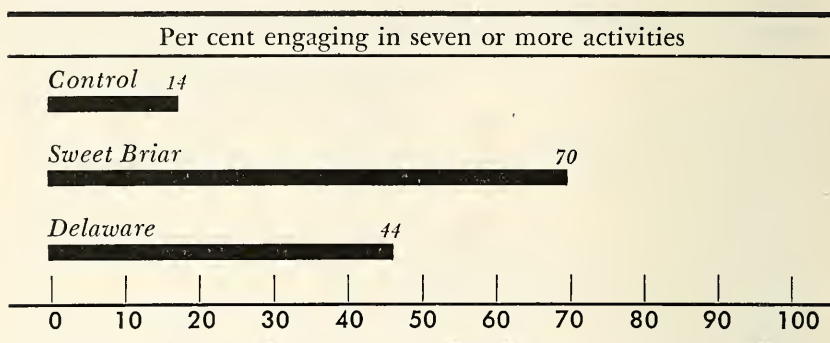
Per cent of each group indicating participation during the past year

Activities	Percentages		
	Control	Sweet Briar	Delaware
1. I saw a foreign movie.	88	98	81
2. I ate in a restaurant featuring foreign food.	87	97	87
3. I went to a concert, theatre, or exhibition which featured the art, music, or drama of another country.	61	85	74
4. I entertained a visitor from another country.	46	67	54
5. I spoke with someone in a foreign language.	45	94	81
6. I corresponded in English with someone in another country (not a relative or a member of the armed forces).	43	65	57
7. I read a newspaper, magazine or book in a foreign language.	42	92	78
8. I listened to a short-wave radio program from a country outside of North America.	14	26	23
9. I corresponded, in a foreign language, with someone in another country.	12	83	53

of another country, compared with 61 per cent of the Control group: 83 per cent said that they corresponded in a foreign language with someone in another country, compared with 12 per cent of the Control group; and 67 per cent said that they entertained a visitor from another country, compared with 46 per cent of the Control group.

In general, the level of participation by the Delaware alumni falls between the Sweet Briar and Control groups. Chart 6 makes this clear, and illustrates the really sharp difference between both Junior Year in France groups and the Control group. One might argue that factors other than involvement in the Junior Year in France program could account equally well for differences in the kind of activities included in this scale. Such factors as having majored or not majored

CHART 6
Language and Cultural Activities



in college in a modern foreign language and literature, or as having traveled outside the United States a great deal as compared with little or not at all, would appear to be plausible alternatives for explaining the results. These and other alternatives will be explored in some detail in the final chapter in an effort to reach a balanced assessment of the general impact of the Junior Year in France experience. Meanwhile, in this comparison as well as in others made throughout the report, one should keep in mind the possibility of alternative explanations for the differences which are presented.

In general, and without further analysis, the data presented in this chapter indicate that cultural influences from the Junior Year in France experience are substantial. Such influences were apparent in their essays which reflected values attributed to foreign study, in the personal-social tolerance reflected in the social distance scale, in the familiarity with significant contributors to contemporary culture from other countries as well as from the United States, and from frequent participation in activities which reflect continued use of language skills and continued interests in exposure to other cultures.

International-mindedness

In the preceding chapter, as general cultural values were presented, we noted that influences of a political-international nature were attributed to the Junior Year in France experience by three-quarters of the Sweet Briar groups and by nearly two-thirds of the Delaware groups. Two forms which such an influence might take were investigated. One was estimated by taking a brief inventory of activities which presumably reflect a sense of personal responsibility for the betterment of international understanding—activities such as keeping informed about other countries, and, at a more public level, speaking or writing about other countries. The other was estimated by soliciting opinions about various international relationships, about the United Nations and about United States foreign policy.

International Activities

The first scale was concerned with the extent of participation in various sorts of internationally-oriented activities, chiefly political in character. Of the nine items in this test, at least three were checked by nearly everyone. Most commonly, people said that they talked about other countries, read magazine articles or listened to radio or television programs about international relations, and read books about other countries or cultures. As activities become more difficult to do, however, implying a deeper level of interest and commitment, one finds that those who participated in the Junior Year in France program are more likely to engage in such activities than are those who did not have this experience.

Between the Sweet Briar and Control groups there are significant differences on three of the nine items. The Sweet Briar group, more than the Control group, read books about other countries and cultures (85 per cent compared with 71 per cent), speak up in defense

of another country against what they regard as unjust criticism (93 per cent as compared with 66 per cent), and read publications of the United Nations (31 per cent compared with 19 per cent). Although not quite significant in the statistical sense, it is interesting to note that 13 per cent of the Sweet Briar group said that they spoke to a civic group or club on international relations or foreign policy during the past year, compared with 5 per cent of the Control group.

The Delaware group differed from the Control group on all four of the items described above, plus one other. On this item, listening to United Nations programs on radio or television, the Delaware group

TABLE 9

International Activities

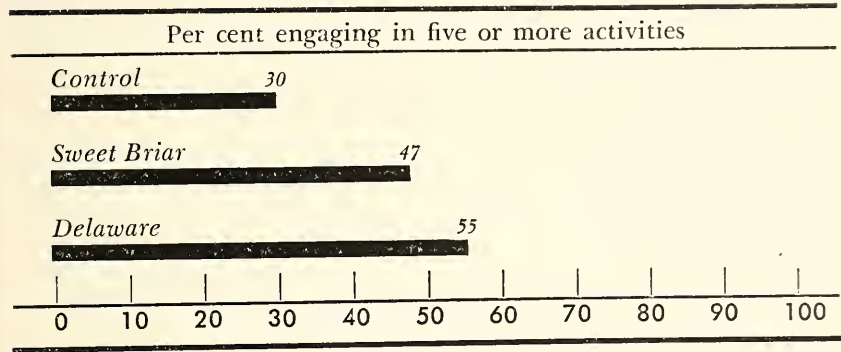
Per cent of each group indicating participation during the past year

Activities	Percentages		
	Control	Sweet Briar	Delaware
1. I read magazine articles or listened to radio or TV programs about international relations.	95	95	98
2. I talked with my friends about events, problems, or people in other countries.	94	99	98
3. I read books about other countries and cultures.	71	85	88
4. I spoke up in defense of another country against what I believed to be unjust criticism.	66	93	79
5. I listened to United Nations programs on radio or television.	25	27	41
6. I read a publication of the United Nations or one of its Agencies.	19	31	34
7. I solicited funds for some international group or project.	8	7	17
8. I spoke to a civic group or club on international relations or foreign policy.	5	13	13
9. I wrote to a magazine or government official in behalf of some legislation related to international relations.	5	6	13

was a more frequent participator than either of the two younger groups—41 per cent Delaware, 27 per cent Sweet Briar, and 25 per cent Control.

There were no other differences among the three groups on these activities. Table 9 shows the pattern of responses for all three groups. Chart 7 indicates the magnitude of differences among the groups on this first scale. Both the Sweet Briar and Delaware groups are, without question, more active participants in the sort of activities tested by this scale than are those college graduates who did not have the Junior Year in France experience.

CHART 7
International Activities



Attitudes Toward Exchange Policies

As we examine the next three sub-tests or scales, we move to a consideration of beliefs rather than activities. Attitudes toward the various policies or actions described in these scales were expressed simply by indicating for each, that it is, was, or would be "a good thing to do." By and large, differences among the three groups with respect to these attitudes are small and infrequent. One reason is that all groups apparently hold definite "internationally-minded" attitudes on most of the topics presented to them. While it is hardly correct to describe attitudes as right or wrong, and differences of opinion must be respected and often encouraged, it is both appropriate and necessary to take a point of view in presenting the results from this phase of the evaluation. Whatever reduces barriers of communication or exchange among nations and peoples, whatever brings more nations together in common association, whatever involves the United States more wholly and cooperatively with other groups is regarded as re-

flecting, very broadly, an internationally-minded attitude. And such an attitude is regarded as being in line with, or in the direction of, objectives of the Junior Year in France program, again in a very broad sense. It is expected that there will be disagreement with specific items. Among some people there may be disagreement with the general objective. At this point, the writer merely wishes to state clearly the point of view from which the answers to these attitude questions will be interpreted in the present report.

The first of the attitude scales deals with policies of international exchange—exchange of people, of money, and of information. The results are shown in Table 10. Overwhelming majorities in all three groups approve of seven of the nine policies listed. There is virtually

TABLE 10

International Exchange Policies

Per cent of each group expressing agreement with policy

Policies	Percentages		
	Control	Sweet Briar	Delaware
1. Sending United States students to work and study in other countries.	99	99	100
2. Encouraging students, technicians, and others from foreign countries to come to the United States to study.	99	99	100
3. Sending United States technicians to underdeveloped countries to help increase their productivity.	95	95	96
4. Exchanging more scientific information with other countries.	93	94	94
5. Lending money to other countries for economic recovery.	90	92	88
6. Admitting displaced persons from other countries to the United States after the war.	89	92	92
7. Reducing United States tariffs.	81	89	81
8. Enlarging United States immigration quotas.	62	74	63
9. Allowing ex-Communists and ex-Nazis to enter the United States.	52	61	43

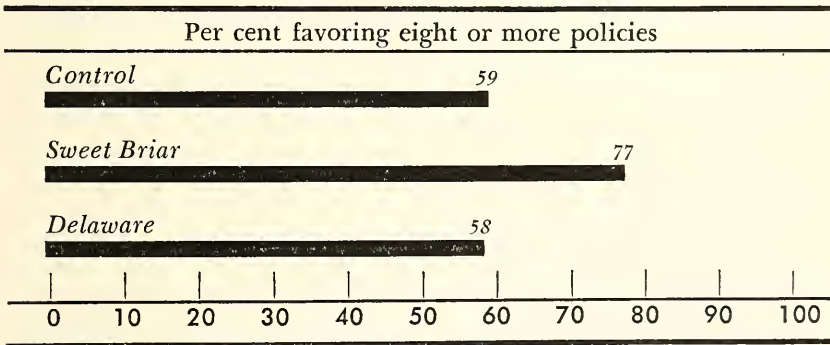
no disagreement with the desirability of the exchange of students and technicians in both directions, of lending money, admitting displaced persons to the United States, and exchanging more scientific information. Further, more than 80 per cent favor United States tariff reductions to facilitate the exchange of goods. Somewhat smaller proportions, ranging from 43 per cent to 74 per cent among the three groups, favor allowing ex-Communists or ex-Nazis to enter the United States and favor enlarging United States immigration quotas.

There is only one significant difference between the Sweet Briar and Control groups with 74 per cent of the Sweet Briar group in favor of enlarging immigration quotas compared with 62 per cent of the Control group favoring this.

Chart 8 indicates that over three-fourths of the Sweet Briar group endorsed eight or more of the nine statements. This is a significantly higher level of acceptance than characterized either the Delaware or the Control group.

CHART 8

International Exchange Policies



Attitudes Toward the United Nations

From the figures in Table 11 it is evident that there is practically unanimous agreement in believing that joining the United Nations was "a good thing to do." And roughly nine out of ten people in all three groups agreed that joining with other United Nation countries in the Korean war was a good thing. In most other matters included in the questionnaire a majority endorsed various enlargements in United Nations membership and responsibility. Two issues showed differences between the Sweet Briar and Control groups. Giving a major South American country, such as Argentina or Brazil, a per-

TABLE 11

Policies—United Nations

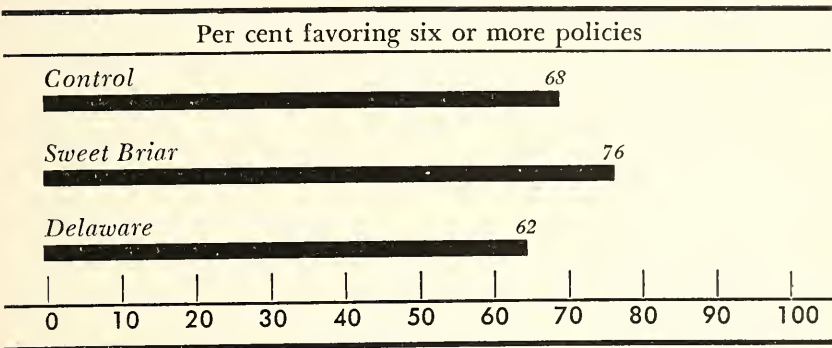
Per cent of each group expressing agreement with policy

Policies	Percentages		
	Control	Sweet Briar	Delaware
1. Joining the United Nations.	99	97	97
2. Participating in the United Nations, but at the same time making security agreements with other nations independently of the United Nations.	70	65	58
3. Joining with other United Nation countries in the Korean War.	89	88	86
4. Giving a major South American country, such as Argentina or Brazil, a permanent place on the United Nations Security Council.	63	73	72
5. Giving another major European country, such as Germany or Italy, a permanent place on the United Nations Security Council.	60	65	61
6. Giving India a permanent place on the United Nations Security Council.	59	67	59
7. Letting the United Nations decide on the future of such problems as Formosa, with the United States abiding by whatever decision the United Nations reaches.	82	76	67
8. Admitting the Chinese Republic (Red China) to membership in the United Nations.	44	56	36
9. Strengthening the United Nations to make it a world government with powers to enforce decisions on all members, including the the United States.	70	70	60

manent place on the United Nations Security Council was favored by 73 per cent of the Sweet Briar group and by 63 per cent of the Control group. Admitting Red China to membership in the United Nations was favored by 56 per cent of the Sweet Briar group and by 44 per cent of the Control group. The Delaware group was also more

favorable than the Control group to South American membership on the Security Council, but in several other respects the Delaware group was less favorable to the United Nations than were either of the other groups. An illustration of this is the fact that 70 per cent of both the Sweet Briar and Control groups favor strengthening the United Nations to make it a world government, while 60 per cent of the Delaware group favor this. Of the nine policies stated in the questionnaire, six or more were favorably regarded by about two-thirds to three-fourths of these college alumni. This is shown in Chart 9.

CHART 9
Policies—United Nations



United States Policies

The way in which items in this scale were scored needs a brief explanation. Agreement with the first three policies was regarded as "correct." These represent broadly accepted and pursued policies of the postwar years. Of the remaining six policies, however, disapproval was scored as the "correct" response. To varying degrees, the last six statements suggest withdrawal from international commitments or by-passing the United Nations or limiting United States assistance to those who will conform to United States wishes. Disapproving such policies was therefore scored as consistent with international-mindedness.

There is no significant difference in Table 12 between the Sweet Briar and Control groups on any of the items. On all of the nine items, the Delaware group scored lowest. Its members endorsed the "isolationist" position with significantly greater frequency than did one or both of the other groups on three items, all dealing with technical assistance. They tend to favor giving technical aid only to "reliable" nations, doing so directly rather than through the United Na-

TABLE 12

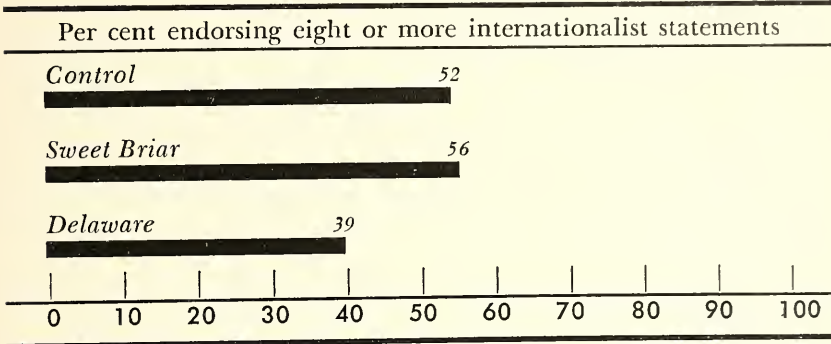
United States Policies

Per cent endorsing the internationalist position

Policies	Percentages		
	Control	Sweet Briar	Delaware
<i>Agreement with:</i>			
1. Supporting such activities as Voice of America, Freedom Train, or Radio Free Europe.	97	92	91
2. Supporting the North Atlantic Treaty Organization.	91	90	89
3. Supporting the European Defense Community.	91	88	87
<i>Disagreement with:</i>			
4. Giving United States economic and technical aid only to those countries that have been strong and consistent in their opposition to Communism.	59	67	47
5. Giving United States economic and technical aid to underdeveloped countries directly rather than through any United Nations agency.	52	60	43
6. Using United States economic and technical aid as a means for obtaining concessions for United States military installations.	64	68	55
7. Discontinuing economic and technical aid to other nations, and restricting American investment in foreign countries.	94	96	89
8. Withdrawing from the United Nations and seeking other methods for meeting the dangers that threaten us.	97	97	94
9. Building up American self-sufficiency to a point where we will be independent of all foreign entanglements.	90	92	84

tions and using it to gain concessions for United States military bases. Actually the proportions favoring these policies are around 50 per cent within the Delaware group, whereas around 60 per cent disapprove them within the two other groups. Except for these three policies, there were typically around 90 per cent endorsing what was scored as the internationalist position on the other six questions. Chart 10 shows the proportion in each group which endorsed the internationalist response to eight or more of the statements.

CHART 10
United Nations Policies



Other Observations

What seems to be revealed in these comparisons of internationally-minded political attitudes is a difference between older and younger generations. Both of the postwar groups generally score higher (more internationalist) on the three attitude scales than the prewar group. A generation in time, especially when characterized by such an encompassing event as global war, can bring about changed outlooks in many directions. In the 1930's we were preoccupied with domestic affairs. In the 1950's we have been preoccupied with issues of foreign relations. Yet despite this change in the climate of public affairs, the Delaware group expresses attitudes which are internationally-minded in most respects. The postwar groups are just more internationally-minded; and between the two postwar groups the balance of the evaluation tips toward those who had the Junior Year in France experience.

Recommended Arrangements and Problems of Readjustment

The answers of alumni of the Junior Year in France program are particularly relevant to the series of questions inquiring about the desirability of different kinds of arrangements for foreign study. The questions can be grouped under five general headings: the living arrangements, the timing and duration for foreign study, the importance of language, the nature of the program of study, and being part of some organized group. Answers by members of the Control group are not based on experience in a foreign study program, but their ideas provide a point of comparison.

For administrators of foreign study programs, the judgments expressed by the alumni provide considerable support for the sort of arrangements which have most commonly been set up. With very little dissent, alumni of the Junior Year in France program agree that students should live with a native family, should spend most of their time with people who do not speak English, that the junior year is a good time for a foreign study program, that a year of graduate study abroad would also be good, that it is good to be part of an organized group or program, and that it is good to take some courses specially designed for American students. Each arrangement could be responded to by checking "best," "good" or "not good." In presenting the results we have shown the percentage of each group regarding the arrangement as "best." The category "good" as reported in the tables combines the separate responses of "good" and "best" into a single report which should therefore be interpreted as meaning "good or better." Replies to the alternative arrangements were not mutually exclusive so that the percentages do not add to 100.

There were some differences of opinion between the Delaware and Sweet Briar groups; and there were certain respects in which the Control group differed from both. The responses of all three groups are shown in Tables 13 to 17.

TABLE 13
Living Arrangements

Arrangement	Per cent regarding this arrangement as good			Per cent regarding this arrangement as best		
	Control	Sweet Briar	Delaware	Control	Sweet Briar	Delaware
Have all the American students live together	5	1	0	1	0	0
Have each student live with a native family	97	100	100	47	73	78
Have two or three students live together with a native family	94	81	78	38	22	21

TABLE 14

Arrangements as to the Use of English

Arrangement	Per cent regarding this arrangement as good			Per cent regarding this arrangement as best		
	Control	Sweet Briar	Delaware	Control	Sweet Briar	Delaware
Spend most of the time with people who speak English	9	2	2	1	0	1
Spend most of the time with people who do not speak English	97	98	99	54	82	83

TABLE 15

Arrangements as to the Time and Duration of Foreign Study

Arrangements	Per cent regarding this arrangement as good			Per cent regarding this arrangement as best		
	Control	Sweet Briar	Delaware	Control	Sweet Briar	Delaware
Spend the junior year abroad	94	98	98	43	61	64
Spend the senior year abroad	43	51	49	4	3	4
Spend a year of graduate study abroad	99	99	99	59	46	37
Spend the summer in a foreign summer school	92	90	94	13	5	6
Complete the entire undergraduate program abroad	21	27	10	3	6	0

Attitudes toward living arrangements are reported in Table 13. The idea of having all the American students live together is rejected by nearly everyone. The belief that each American student should live with a native family is almost unanimous. Among the Control group, there is some sympathy for the idea that two or three students might best live together with a native family. But among alumni of the Junior Year in France program, three-fourths say that living alone with a native family is the best arrangement.

From the replies in Table 14 there is little doubt but that the idea of spending most of the time with people who speak English is regarded as undesirable. While nearly everyone believes that it is good to spend most of the time with people who do not speak English, there seems to be some reluctance on the part of many members of the Control group to say that this is the best arrangement. Four-fifths of the Delaware and Sweet Briar groups, however, are sure that this is best.

Nearly everyone in all three groups believe that it is, or would be, good to spend the junior year abroad, or a year of graduate study, or the summer in a foreign summer school. These results are shown in Table 15. Among the Control group there is a small majority preference for the graduate year over the junior year. Among the Sweet Briar and Delaware groups, however, the preference is for the junior year as the best arrangement. Almost no one thinks that the senior year, or a summer term, or taking the entire undergraduate program abroad is the best. Although the respondents were not asked directly to put these arrangements in rank order, the order of preference may be inferred from their replies. The best arrangement is the Junior year or the Graduate year abroad. Next in preference is the summer term. The senior year abroad is next. And completing the entire undergraduate program abroad is last in the order of preference, with relatively few respondents regarding it as a good arrangement.

The question of the extent to which special courses should be provided for American students studying abroad is one in which different answers are given by the directors of various foreign study programs. Historically the Delaware program included a greater degree of such special work than does the present Sweet Briar program. From Table 16 it is obvious that most people answering the questionnaires think that it is a good arrangement to have some part of the foreign study experience especially designed for American students. With respect to all three alternative arrangements there is very little difference in the answers of the Sweet Briar and Control groups. Both groups think that a completely special program for Americans is not

TABLE 16
Arrangements as to Special Courses

Arrangements	Per cent regarding this arrangement as good			Per cent regarding this arrangement as best		
	Control	Sweet Briar	Delaware	Control	Sweet Briar	Delaware
Take a special program of studies designed for American students	27	27	59	3	1	12
Take some courses designed for American students	93	91	97	52	53	64
Take a regular program of studies—the same as given to the students who live there	83	83	60	31	38	17

good. About one-third of both groups think that having no special courses for American students is the best arrangement; but the majority regard some compromise plan as the best. Among the Delaware alumni, however, there is a greater tendency to regard special programs for Americans as a good arrangement, and correspondingly less favor for completely omitting such work. These differences between the opinions of the Delaware and Sweet Briar alumni probably reflect the actual difference in their experience. Both groups favor what their own experience has been.

In the next comparison, in Table 17, the idea of having an independent year of study, unattached to any group or program is raised. That a majority of the respondents should regard this as a good arrangement may come as a surprise to the sponsors of carefully planned programs. For those who have had the Junior Year in France experience, however, the preference is clearly on the side of being part of a group. This preference is much more pronounced among the Delaware alumni than among the Sweet Briar alumni.

Readjustment to American Campus Life

No one who spent the Junior Year abroad regrets having had the experience. But nearly two-thirds of the Sweet Briar alumni indicated that there were some difficulties of readjustment in the senior year. Somewhat more than one-third of the Delaware group recalled difficulties of readjustment. Among the Sweet Briar group the most difficult readjustment problems were ones which concerned personal values and perspectives. Having had the maturing influence of new experience and relative independence in France, some students found their return to the American campus repressive and requiring some adaptations which they were not happy about making. There were also difficult problems of readjusting to past social relationships. In a few cases students returning from the Junior Year in France tended to stay together in little cliques designed to emphasize their difference from the other students. In retrospect this was usually regarded as a mistake. Positions of leadership in the senior class were usually taken by those who had not departed from the campus for their junior year. About one out of ten of the Sweet Briar group thought that the academic adjustments were most difficult. One student said bluntly that "the work seemed assinine." Among the Delaware group there was much less recollection of readjustment difficulties. Problems arising from personal values or from social relationships were recalled by only one-third of the group, as compared with more than half of the Sweet Briar group, and academic problems were only rarely cited.

TABLE 17
Arrangements as to Organization

Arrangements	Per cent regarding this arrangement as good			Per cent regarding this arrangement as best		
	Control	Sweet Briar	Delaware	Control	Sweet Briar	Delaware
Have an independent year of study, not attached to any group or program	83	76	56	31	18	7
Be part of a group or program	85	97	99	29	39	68

Whatever the problems, they were as likely to persist all or most of the year, as they were to vanish within a few weeks or months. This was true for both the Sweet Briar and Delaware groups. Although few people in either group described their problems as "serious," there were one-third of the younger students who felt that the problems were moderate to serious and about one-fifth of the older group who regarded them as moderate to serious.

In a way, the fact that there were some important readjustment problems, especially among the Sweet Briar postwar group, points indirectly to the strong impact which the Junior Year in France undoubtedly had upon many of the students. It suggests that many of them really became absorbed in the French culture.

In answer to the question, "Could you have avoided or better handled these problems if they had been more clearly anticipated by advisers before your return to the U.S.A.?", the overwhelming reply was that it "would not have made much difference." Only 7 per cent of the Sweet Briar group and 13 per cent of the Delaware group thought that any special guidance or advice would probably have helped.

When asked what they now think would have been the chief advantages of spending the Junior year in the United States rather than in France, about one-fourth of each group said "continuity in friendships and social relations" and "better opportunity for leadership and extracurricular activities." About one-fifth indicated "desirably greater continuity in the college program." In the younger group of Sweet Briar alumni, 15 per cent said that courses in the United States better suited to their needs was a possible advantage. Yet, recognizing such possible advantages as legitimate, the alumni of the Junior Year in France would not exchange them for the experience they had abroad.

The Evaluation in Retrospect

In the preceding pages we have presented direct comparisons among the Delaware, Sweet Briar, and Control groups on ten measuring sticks. These comparisons were broadly classified as cultural and political. Each was summarized in a chart as indicated below:

- A. Comparisons related to cultural and personal objectives
 - Social Distance Scale (Chart 1)
 - Indexes of Cultural Familiarity
 - Number of fields cited (Chart 2)
 - Ratio of foreign fields to total fields (Chart 3)
 - Number of contributors cited (Chart 4)
 - Ratio of foreign contributors to total contributors (Chart 5)
 - Language and Cultural Activities Scale (Chart 6)
- B. Comparisons related to international-mindedness
 - International Activities Scale (Chart 7)
 - Attitude scales
 - Toward Exchange Policies (Chart 8)
 - Toward United Nations Policies (Chart 9)
 - Toward United States Policies (Chart 10)

These were the basic battery of tests, related to important objectives of the Junior Year in France program, which were included in the questionnaire. To what extent are the differences between the Sweet Briar and Control groups on these measuring indexes possibly attributable to factors other than the Junior Year in France experience itself?

It was suggested earlier that having majored in language in college might be one such factor. Since there were so few language majors among the Control group, the only feasible test of this hypothesis was to compare language *versus* non-language majors within the Sweet

Briar group. Comparing these two sub-groups on all of the ten tests, using the same points of reference as were presented in Charts 1-10, we found no differences of a significant level which indicated any advantage for the language majors. In fact, there were two scales on which the non-language majors rated more favorably than the language majors—they were more solidly in favor of exchange policies, and they scored somewhat higher on the items dealing with United States foreign policies.

Although both the Sweet Briar and Control groups contained similar proportions of men and women, there might be certain kinds of questions to which women would tend to respond more favorably, or vice versa. We divided both the Sweet Briar and Control samples into sub-groups of men and women so as to see what differences might be revealed. Actually there were very few. Men and women were alike in their responses to most of the questions. Within the Sweet Briar group the women scored higher on the scale dealing with United States policies, and also wrote a greater number of names of significant contributors to contemporary culture, as well as including a higher proportion of foreign names in their lists of such contributors. Within the Control group none of these tests produced significant differences between men and women, nor any of the other tests, except the one dealing with exchange policies where the men scored higher than the women. There is, consequently, no clear or consistent pattern of answers which appear to be related to sex differences.

Most important, perhaps, is the possibility that foreign travel by itself, rather than the special kind of experience represented by the Junior Year in France, could account for many of the differences between the Sweet Briar and Control groups. To test this hypothesis we took all the postwar college graduates and simply regrouped them according to extent of foreign travel, irrespective of participation in the Junior Year in France. The two extremes of "high travel" and "low travel" were then compared. The high-travel group consisted of persons who had been outside the United States several times, been to five or more countries, and spent a total of a year or more outside the United States (but not necessarily at any one time). The low-travel group included all people who had never been outside the United States, plus those whose total travel experience was not more than several months duration and encompassed less than five other countries. There were 103 people in the high group and 78 in the low.

The significant fact about the subsequent comparisons between high-and low-travel groups on the ten tests in the questionnaire is that there were no differences on seven of these ten scales. The high-

travel group performed no better than the low-travel group. On three of the tests there were significant differences which might be attributed to sheer travel rather than to the special experience of foreign study. On the activity scale relating to language and culture 63 per cent of the high-travel group engaged in seven or more activities, compared with 7 per cent of the low-travel group. Between the Sweet Briar and Control groups the corresponding figures were 70 per cent and 14 per cent. On the scale measuring attitudes toward various exchange policies, 81 per cent of the high-travel group favored eight or more of the policies compared with 63 per cent of the low-travel group. Between the Sweet Briar and Control samples the figures were 77 per cent as against 59 per cent. In these two instances, sorting the people on the variable of travel alone produced differences as large as, but no larger than, those between people who had or did not have the Junior Year in France. On the measuring stick of the ratio of foreign names to the total number of names of significant contributors to modern life, the high travel group had 61 per cent whose ratio was 50-50 or better, compared with 48 per cent among the low-travel group. Between Sweet Briar and Control groups these figures were 77 per cent and 49 per cent. The difference between Sweet Briar and Control groups on this Index is therefore greater than the difference between high-and low-travel groups.

The conclusion is fairly clear that travel by itself is not related to the attainment of higher performance on most of the objectives included in this battery of tests. The special kind of foreign experience represented by the Junior Year in France program is, by way of contrast, related to significantly higher performance on eight of the ten evaluations.

Compared with their contemporaries from the same colleges, alumni of the Sweet Briar Junior Year in France program are:

1. Personally more tolerant in their acceptance of people who differ from themselves. (Chart 1)
2. More fully aware of significant intercultural contributions to the life of the twentieth century. (Charts 2, 3, 4, 5)
3. More frequent and more active participators in internationally-oriented activities, both of a political and a cultural sort. (Charts 6, 7)
4. More inclined to endorse policies which promote the freer exchange of ideas, goods, and people among countries. (Chart 8)

These two groups of young college graduates did not differ significantly in their opinions regarding the desirability of enlarging and strengthening the United Nations or in their response to certain

matters of United States foreign policy. Both were highly international-minded in these respects.

The older group of alumni from the prewar Delaware program was also higher than the Control group on both activity scales and on all four measures of familiarity with intercultural contributions. On the four scales dealing with policies and opinions, they did not differ significantly from the Control group except in the case of certain United States policies, where they were apparently more withdrawal-minded rather than international-minded in their opinions.

Compared with the younger alumni of the Sweet Briar program, the older Delaware alumni are less active in language and cultural activities, less favorable toward broader exchange policies, less favorable toward expanding and strengthening the United Nations, more isolationist in their endorsement of certain United States policies, less tolerant of people who differ markedly from themselves, do not list as many names of cultural contributors to the twentieth century and do not include as high a proportion of contributors from outside the United States. One cannot be sure, from the data, whether these lower performances are a reflection of age, of different social and economic status, of differences in personality, or of some general tendency which relates influence to recency of experience. One should bear in mind, however, that the performances of all three groups may be viewed as indicative of considerable international-mindedness, tolerance, and intercultural familiarity, and that such differences as occur are within a rather high level of attainment and interest to begin with.

There is, nevertheless, an apparent change in the sort of person who now spends the Junior Year in France as compared with the prewar student who did so. The current group seems to have a broader cultural and personal and idealistic motivation. Perhaps this reflects the active interest and role which America generally has been forced to take in international affairs in the postwar years. By the French families and professors the postwar generation was usually regarded as more independent, better informed, more open-minded and feeling, and less proud than the prewar students. The impact of their junior year experience is evidently greater and extends to wider areas of activity and attitude. And probably, because of this, their immediate readjustment problems are felt to be more difficult. That the prewar group had more limited or specific motivations, is suggested by the facts that many more of them were language majors and the subsequent career benefits from their junior year experiences were more commonly stressed. Consequently the impact of the foreign study experience was more limited and so were the immediate readjustment

problems. This, at least, is suggested as a line of speculation which might warrant deeper probing.

Most of the arrangements for the Junior Year in France which are currently in operation are solidly endorsed by the participants in the program. Also, for most participants the problems of readjustment to American college life in the senior year are not serious. Yet there is an element of real difficulty for a significant minority—perhaps one out of five.

Judging from the reactions of French families and professors, the students make an encouragingly generous and favorable impression during their work in France as good ambassadors from America. There were some—perhaps about one out of ten—whose adjustment and conduct were regarded less favorably.

It seems clear, by inference from the interviews and from subsequent facts about the alumni, that the standards for selecting students for the Junior Year in France are high academically, high with respect to competence in the language, high with respect to general culture and interest in the prospective experience. They appear also to be high with respect to personality and character.

In appraising the impact of a complex experience upon the lives of people, one may never be able to arrive at dogmatic conclusions. Within the scope of the present inquiry, directed toward the attainment of significant and long-range objectives of foreign study, the data gathered and analyzed lead one to conclude that there is an impact which is both strong and pervasive. It goes far beyond the impact of travel for personal pleasure. It does not depend upon majoring in language in college, granted minimum proficiency among all who are admitted to the program. It is not explainable by sex differences. Because part of the evaluation compared two groups which were alike in respect to socio-economic status, previous experience in the same colleges, general occupational level and place of residence, the impact of the experience cannot be explained away by discrepancies between groups on these often important elements. There remains the possibility that, over and above language proficiency, the people selected for the junior year experience are those most predisposed to benefit from it by virtue of certain personality traits and values which they possess, but which others do not possess to a similar degree. To some extent this is undoubtedly true and its significance for the evaluation is lessened only by the fact that both postwar groups were drawn from the same colleges and that these colleges select student bodies that are more homogeneous with respect to many social, economic, cultural and

personal characteristics than is the case among college students in general.

The inquiry or questionnaire itself was taken seriously by those who responded to it. Many comments on the questionnaire pages and in accompanying letters attest, often vividly, to the interest which the inquiry aroused and the conscientiousness with which it was answered.

I think your Inventory is extremely good and well-balanced.

I found the Inventory interesting and stimulating. However, in many cases I find a direct yes or no answer is difficult

I object strenuously to the form which this questionnaire takes. . . . It is an affront to be requested by supposedly intelligent researchers to state whether or not I believe certain policies or views to be good or bad without any attenuating clauses.

(The writer of the above comment did not answer the questions of the sort he refers to. Actually, the directions do not present the questions in quite the black and white manner implied. For example, most of us feel obliged to choose fairly often between voting for Republicans or Democrats, knowing quite well that there are many different opinions within each group, including contradictory ones, and much overlap between groups, yet we manage to strike some sort of a balance and to indicate a preference for the policies or opinions which we feel, in general, are better. It is this kind of forced choice which is presented in many questions in the Inventory. Opportunity to express opinions in essay fashion was also provided, but unhappily the person who objected so strenuously to the yes or no questions did not write essay answers either.)

I hope that these very pertinent questions and their answers will be publicized, so that perhaps more students will be interested in, or confirmed in a previously vague desire of, going abroad for study.

This inquiry was interesting to complete and definitely provoked some thoughts about things of this nature which can be forgotten in the busy post-college days. I'm sure we would like to hear of the results of this survey.

Viewing the total evaluation of the Junior Year in France reported in these pages, one must conclude that participation in this program makes a difference in the subsequent lives of its alumni. We have noted that the alumni themselves believe strongly that their experience influenced them in many ways—culturally, vocationally, in

personal maturity, in understanding other people, and in political and international interests. This belief is confirmed by much of what was revealed through direct inquiry into their activities, interests, attitudes and opinions as young adult in their local communities.

As foreign study becomes an ever larger dimension of American education, the Junior Year in France, as a successful prototype, becomes ever more important.

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